DOCUMENT RESUME

ED 360 494 CE 064 141

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TITLE State Systems for Accountability in Vocational Education.
INSTITUTION MPR Associates, Berkeley, CA.; National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Dec 92
CONTRACT V051A80004-92A
NOTE 268p.
AVAILABLE FROM NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-491: $14.50).
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Accountability; *Evaluation Criteria; *Evaluation Methods; National Surveys; Outcomes of Education; Postsecondary Education; Program Evaluation; Secondary Education; *State Programs; State Standards; *Systems Approach; *Vocational Education
IDENTIFIERS Carl D Perkins Voc and Appl Techn Educ Act 1990

ABSTRACT

A study examined the performance measures and standards implemented by each of the 50 states to comply with Section 115 of the 1990 Perkins Act. Data were gathered through workshops and telephone conversations with contact persons from each state and from an analysis of relevant state-supplied documentation. The performance measures and standards implemented as of Fall 1992 were summarized with special attention to the following: incentives or adjustments for special populations, local modifications of performance measures and standards, and coordination with other federal programs. Examples of clearly and precisely defined state measures and standards dealing with the following outcome areas were identified: basic and advanced academic gain, occupational competency gain, occupational competency attainment, job or work skill attainment, retention and completion, labor market measures and standards, special populations, and procedures for using existing resources and methods developed in other programs receiving federal assistance. Areas in which states could further develop their systems were determined, and recommendations were developed regarding further state and federal actions and research and development activities. (Following a 63-page report, the bulk of the document consists of descriptions of each state's system of performance measures and standards at both the secondary and postsecondary levels.) (MN)

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STATE SYSTEMS FOR ACCOUNTABILITY IN VOCATIONAL EDUCATION

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STATE SYSTEMS FOR ACCOUNTABILITY IN VOCATIONAL EDUCATION

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Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

December, 1992

MDS-491

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education
Grant Number:	V051A80004-92A
Act under which Funds Administered:	Carl D. Perkins Vocational Education Act P. L. 98-524
Source of Grant:	Office of Vocational and Adult Education U.S. Department of Education Washington, DC 20202
Grantee:	The Regents of the University of California National Center for Research in Vocational Education 1995 University Avenue, Suite 375 Berkeley, CA 94704
Director:	Charles S. Benson
Percent of Total Grant Financed by Federal Money:	100%
Dollar Amount of Federal Funds for Grant:	$5,775,376

Disclaimer:

This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view of opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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ACKNOWLEDGMENTS

We wish to thank the individuals in each of the fifty states who helped provide information for this report. Without their contributions by mail, fax machine, and telephone, this report would not have been possible. We have enjoyed our relationship over the past few years with our performance measures and standards contacts and look forward to continuing our work together. Our contacts are listed in each state description found in the Appendix.

Carol Griffith from the Office of Vocational and Adult Education and Carolyn Maddy-Bernstein of the National Center for Research in Vocational Education provided valuable input for the content of this report. A number of MPR Associates staff contributed to the production of this report: Andrea Livingston and Brett Threlkeld edited this report; Leslie Retallick developed the graphics; and Melinda Hobbs and Dinh Doan provided other assistance. All of their efforts were essential to the finished product.

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INTRODUCTION

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II) required states to implement systems of core measures and standards for assessing the performance of secondary and postsecondary vocational education programs by Fall 1992. Perkins II requires the states' systems include at least two sets of measures. One set must be measures of learning and competency gains, including student progress in achieving basic and more advanced academic skills. The other set must include any one of the following four measures: (1) competency attainment; (2) job or work skill attainment; (3) retention or completion in school; or (4) placement in further education, the military, or employment. Section 115 of Perkins II reads as follows:

> The statewide system of core standards and measures of performance for vocational education programs must contain the following:
>
> (1) Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.
>
> (2) One or more measures of the following:
>
> (i) Student competency attainment;
>
> (ii) Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter;
>
> (iii) Retention in school or completion of secondary school or its equivalent; and
>
> (iv) Placement into additional training or education, military service, or employment.
>
> (3) Incentives or adjustments that are—
>
> (i) Designed to encourage service to targeted groups or special populations; and
>
> (ii) Developed for each student and, if appropriate, consistent with the student's individualized education program developed under Section 614 (a)(5) of the IDEA.
>
> (4) Procedures for using existing resources and methods developed in other programs receiving Federal assistance.

As a prelude to this report, *it is important to read verbatim the requirements in Perkins II* for this system of performance measures and standards in order to understand the flexibility allowed by the law. For example, the first measure required by Perkins II measures student gains, including gains in academic achievement. A number of questions arise when attempting to interpret this requirement. Does this require measuring both occupational and academic gains? Are the gains to be measured for individual students, programs, or institutions? Should the gains be measured relative to some absolute standard, or may they be calculated based on relative gains? Perkins II does not answer these questions; instead, these questions and others are those that state-level administrators as well as the committees of practitioners of individual states must address. Because each state set out to develop an outcome-based accountability system that would best improve its programs, each state's system of performance measures and standards is different. Although there are some similarities in what areas are to be measured or in how the standards are set, no two accountability systems are identical. Moreover, the systems implemented in Fall 1992 require continued revisions and additions.

Since Perkins II was enacted, the National Center for Research in Vocational Education (NCRVE) has offered assistance to states in developing their systems of performance measures and standards. The information in this report is based not only on our interactions with states through workshops and telephone conversations but also on our analysis of the documentation that the states sent to NCRVE. The major objective of this report is to record the progress that states have made up to Fall 1992 in implementing their systems. Measures and standards for the District of Columbia (secondary only), Rhode Island (postsecondary only), and Virginia (postsecondary only) were not available for analysis.

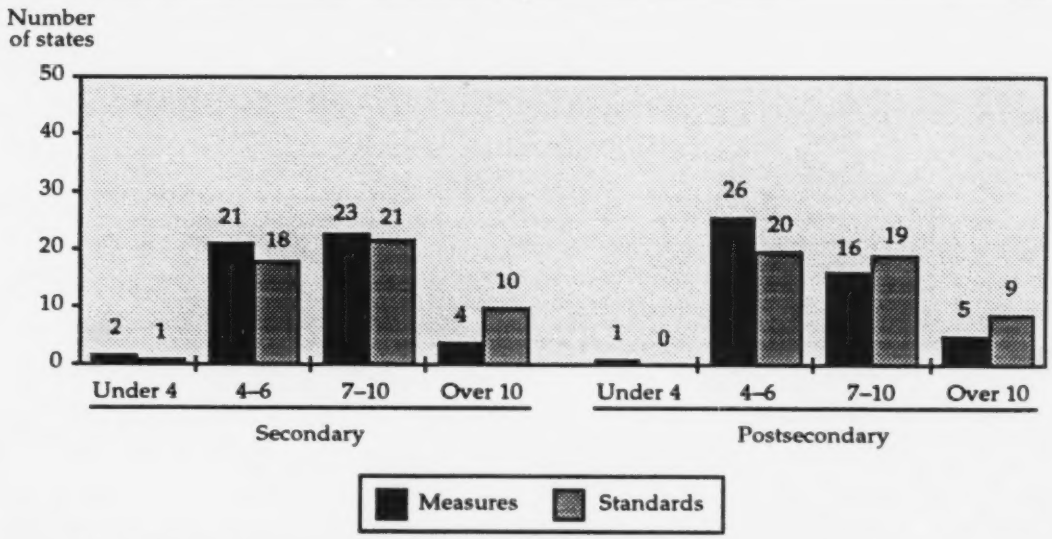
This report contains three sections and an appendix. The first section includes a summary of the performance measures and standards that states had implemented in Fall 1992. To the extent possible, this section summarizes how Section 115 was (and continues to be) implemented nationwide. The second section contains examples of states' measures and standards that are clearly and precisely defined for various outcome areas. The third section identifies areas in which states could further develop their systems and provides recommendations for further research and technical assistance. At the conclusion of this report is an appendix that briefly describes each state's system of performance measures and standards at the secondary and postsecondary level.

PERFORMANCE MEASURES AND STANDARDS NATIONWIDE

All states have implemented more than the two required measures and standards in Perkins II.[1] In fact, many states have gone well beyond the minimum requirements of Perkins by incorporating all five of the outlined measures—and in some cases, even more measures—into their accountability systems (Figure 1). By reviewing Tables 1 and 2 as well as the descriptions of each state's measures and standards (shown in the Appendix), it is apparent that each state has tried to create a comprehensive system of accountability. Almost all measures and standards in each system are outcome based, with a few states including supplemental process standards. To date, however, none of the systems are complete, and at both the secondary and postsecondary level, each state is actively working on components of its system. While many states need baseline data to set standards, others are struggling with the quality of the data they are and will be collecting. Some states are working on phasing in additional measures and standards as competencies and/or assessment instruments become available. In short, each system will continue to evolve over time.

Figure 1

Number of Measures and Standards Included in States' Accountability Systems*



*Rhode Island and Virginia postsecondary data are not available.

[1]This information is based on information gathered from phone conversations with Rhode Island and Virginia postsecondary vocational education personnel.

Table 1

Measures and Standards Implemented by States at the Secondary Level as of Fall 1992

	Basic and Advanced Academic Skills	Occupational Competency Gain	Occupational Competency Attainment	Job or Work Skills Attainment	Retention/ Completion	Placement	Other(s)
	SECONDARY						
Alabama	√	√			√	√	√
Alaska	√	•					√
Arizona	√		√		√	√	
Arkansas	•		•	•	•	√	√
California	√		√	•	√	•	
Colorado	√		√	√	√	√	√
Connecticut	√			√		√	√
Delaware	√			•	√		
Florida	√					√	√
Georgia*	√		√	•		√	√
Hawaii	√		√	√	√	√	
Idaho	√		√			√	√
Illinois	√		•	•	√	√	√
Indiana	√		√	√	√	√	√
Iowa	√		√			√	√
Kansas	√		√	√	√	√	√
Kentucky	√		√		√	√	√
Louisiana	√		√	√	√	√	
Maine	√		√	√	√	√	√
Maryland	√		√			√	√
Massachusetts	√		•		√	√	√
Michigan	√		√		√	√	√
Minnesota	√	•					√
Mississippi	√		√		√		√
Missouri	√		√	√		√	√
Montana	√		√		√	√	
Nebraska	√	•	•	•	•	√	√
Nevada	√	√	√		√	√	
New Hampshire	√		√		√	√	√
New Jersey	√	•	√		√	√	√
New Mexico	√					√	√
New York	√		√		√		√
North Carolina	•	√		√		√	√
North Dakota	√		√			√	
Ohio	√	√	√		√	√	√
Oklahoma	√		√		√	√	
Oregon	√		√		√	√	√
Pennsylvania	√	√	√			√	
Rhode Island	√		√		√	√	
South Carolina	√	√	√		√	√	
South Dakota	√		√		√	√	√
Tennessee	√	√	√			√	√
Texas	√		√		•	√	√
Utah	√	•	√	•		√	
Vermont	√		√	√		√	
Virginia	√		√				√
Washington	√		√	√		√	
West Virginia	√		√			√	√
Wisconsin	√				√	√	√
Wyoming	√		√	√	√	√	√
Washington, D.C.	√	√	√				

*Phasing in measure and standards after 1992-1993.

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Table 2

Measures and Standards Implemented by States at the Postsecondary Level as of Fall 1992

	Basic and Advanced Academic Skills	Occupational Competency Gain	Occupational Competency Attainment	Job or Work Skills Attainment	Retention/ Completion	Placement	Other(s)
	POSTSECONDARY						
Alabama	√				√		√
Alaska	√					√	√
Arizona	√		√			√	√
Arkansas	√	•	√		√	√	
California	√	•			√	√	
Colorado	√		√	√	√	√	√
Connecticut	√			√		√	√
Delaware	√			•	√		
Florida	√				√	√	√
Georgia	√		√	√	√		√
Hawaii	√		√		√	√	
Idaho	√		√			√	√
Illinois	√		•	•	√	√	√
Indiana	√	√	√	√	√	√	√
Iowa	√		√			√	√
Kansas	√		√	√		√	√
Kentucky	√		√		•	√	√
Louisiana	√		√	√	√	√	
Maine	√		√	√	√	√	√
Maryland	√		√	√		√	√
Massachusetts	√		√		√	√	√
Michigan	√		√		√	√	√
Minnesota	•		•		√	√	√
Mississippi	√		√		√		√
Missouri	√		√	√		√	√
Montana	√		√		√	√	
Nebraska	√		•	•	•	√	√
Nevada	√		√		•	√	
New Hampshire	√		•		√	•	√
New Jersey	√	•	√		•	√	√
New Mexico	√		√			•	√
New York	√		√		√	√	√
North Carolina	√				√		√
North Dakota			√			√	
Ohio	√		√			√	√
Oklahoma	√		√			√	
Oregon	√		√		√	√	√
Pennsylvania	√	√	√			√	
Rhode Island	—	—	—	—	—	—	—
South Carolina	√	√	√		√	√	
South Dakota	√		√		√	√	√
Tennessee	√				•	√	√
Texas	√		√		√	√	√
Utah	√	•	√	•			
Vermont	√		√		√	√	
Virginia	—	—	—	—	—	—	—
Washington	√		√	√		√	√
West Virginia	√		√		√		√
Wisconsin	√				√	√	√
Wyoming	√		√	√		√	√
Washington, D.C.		√	√			√	

*Phasing in measure and standards after 1992-1993.
—Not available.

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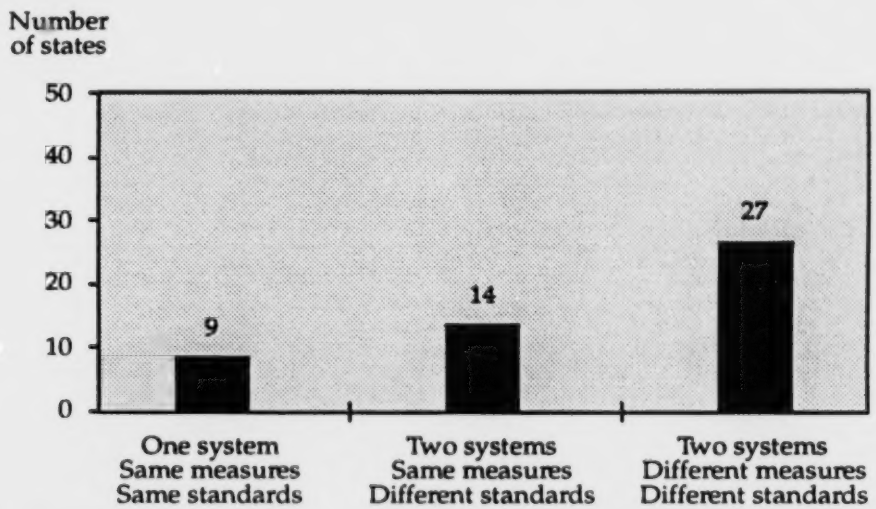
More than one-half of the states (27) have at least two systems of performance measures and standards in place—one for secondary and one for postsecondary vocational education (Figure 2). Some states have additional sets of measures and standards for adult education, Tech Prep, or area vocational-technical schools. While some states (9) have applied one set of measures and standards to both secondary and postsecondary vocational education, others have implemented the same measures at both levels, but with different standards.

Figure 2

Number of States with One or Two Systems of Performance Measures and Standards for Secondary and Postsecondary Vocational Education

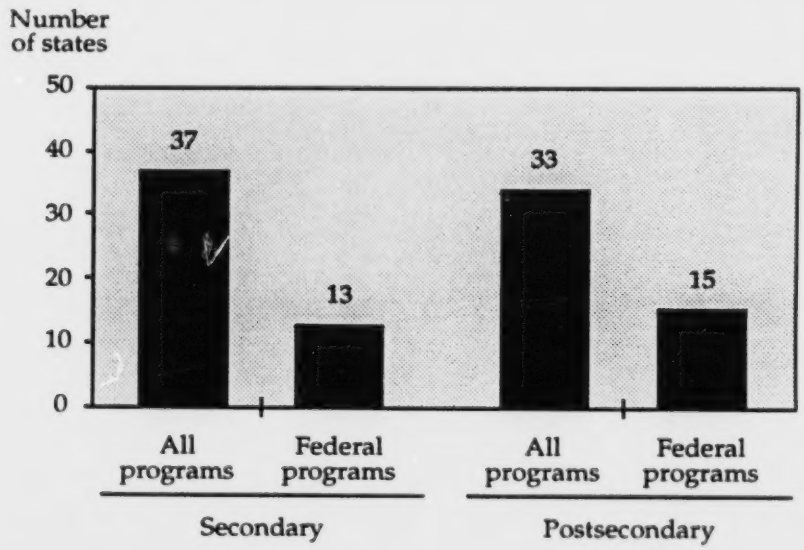


The federal regulations require that states apply their measures and standards to federally funded programs only. However, this requirement was clarified late in the development process by the federal regulations. NCRVE has always encouraged states to apply their measures and standards to all vocational programs. In a survey conducted in Summer 1991, about seventy percent of all states were planning to report data for *all* students participating in secondary and postsecondary vocational education programs (Hoachlander & Rahn, 1992). As planned, most states have implemented their accountability systems to evaluate the performance of *all* students in vocational education

programs (Figure 3). Thirty-seven states will be reporting data for *all* students participating in vocational education programs at the secondary level, while thirteen states will be reporting data for only those students participating in vocational education programs receiving federal (Perkins II) funding. In postsecondary education, thirty-three states will be reporting data for *all* students participating in vocational education programs, whereas fifteen states will be reporting data for only those students participating in programs that are receiving federal funding.

Figure 3

Number of States Applying Performance Measures and Standards to All Programs Versus Only Federal Recipients



Outcome Areas To Be Measured

In order to define performance measures, states were required to choose outcome areas that met federal requirements and reflected their state goals for vocational education. NCRVE has defined an outcome as "a measurable aspect of student performance" (Hoachlander, Levesque, & Rahn, 1992). A *measure* specifies how an outcome will be measured, whereas a *standard* represents the level against which performance on the measure will be evaluated. The following sections describe the number of states measuring particular learning and labor market outcomes.

Learning Outcomes

Perkins II requires that states implement "measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills." Implicit in this language is the requirement that measures of occupational gain must be included, although here the law is not clear. Given that a major purpose of vocational education is to impart occupational skills in order to prepare students for employment, measures of occupational competency are desirable. However, states lack access to occupational assessment instruments. There are a variety of valid and reliable achievement instruments that measure basic and advanced academic skills. However, little validity or reliability testing has been done with occupational assessment instruments. This factor is reflected by the little that has been implemented in the area of occupational gains.

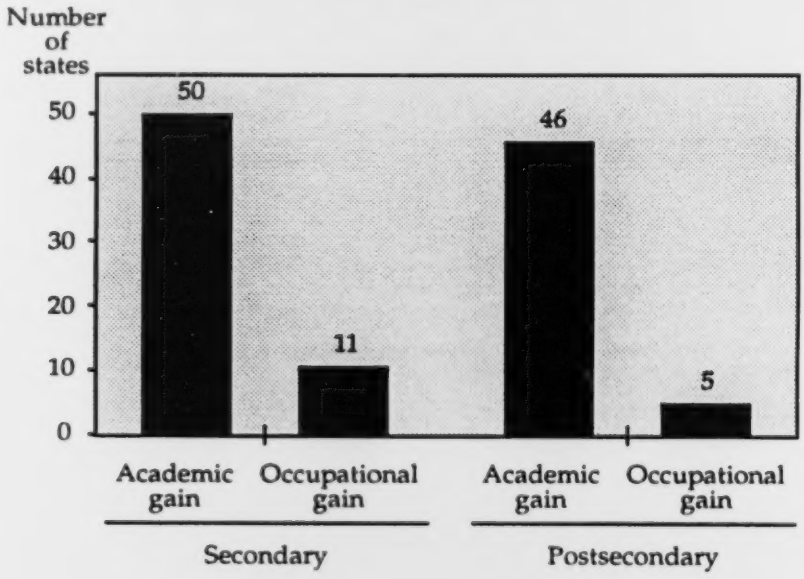
In this report, the term *competency attainment* used in section 115 of Perkins II will be referred to as *specific occupational competency attainment.* The definition "job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter" will be referred to here as *general occupational skills attainment* or *enhancement.* Additionally, although some states are taking the position that students enter an occupational program with "zero" knowledge of an occupation and whatever they achieve on a posttest is regarded as *occupational gain,* this report will not categorize it as such. This is definitely a point of disagreement among states. In this report, however, occupational gain refers to either (1) student gain as measured by, for example, a pretest and posttest or (2) program gain as measured by an increase in test scores over time for a particular grade level.

Finally, attainment on a one-time test given to students will be called *occupational attainment.*

At the secondary level, fifty states have implemented or plan to implement a measure of academic gains, compared with only eleven states measuring occupational competency gains. At the postsecondary level, forty-six states will measure academic gains (Figure 4). Of the four states not measuring academic gains, two states have one system of performance measures and standards and will be measuring these gains at the secondary level only. Currently, this information is not available for the other two states that are not measuring academic gains. Only five states will measure occupational competency gains at the postsecondary level; however, some states will be phasing in measures of occupational gain in the future.

Figure 4

Number of States Measuring Competency Gains

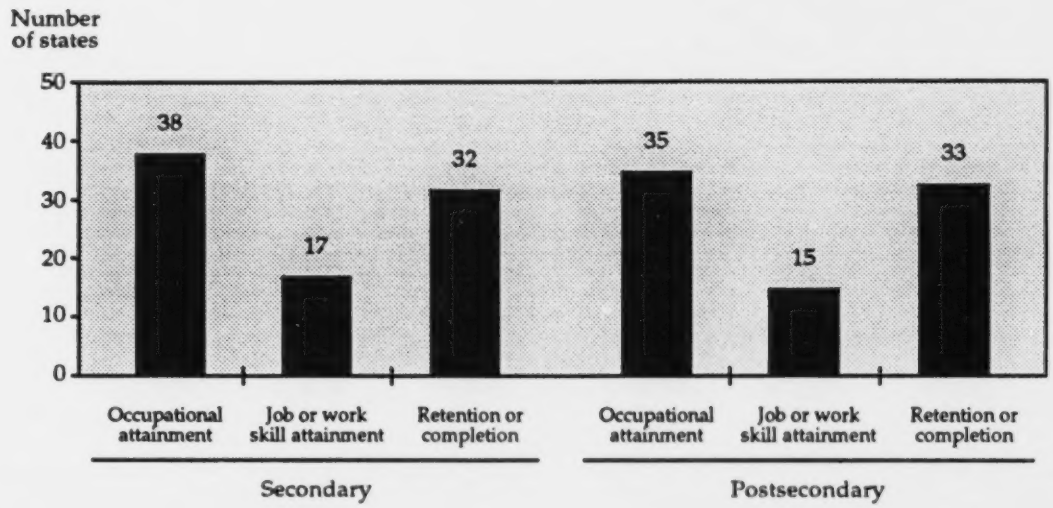


At the secondary level, most states (38) are measuring occupational competency attainment, seventeen states are measuring job or work skill attainment, and more than

one-half (32) are measuring retention or completion in a vocational program/secondary school (Figure 5). The number of states measuring occupational attainment (35), retention or completion (33), and job or work skill attainment (15) for postsecondary vocational education is similar to the number of states at the secondary level.

Figure 5

Number of States Measuring Performance of Learning Outcomes for Vocational Education



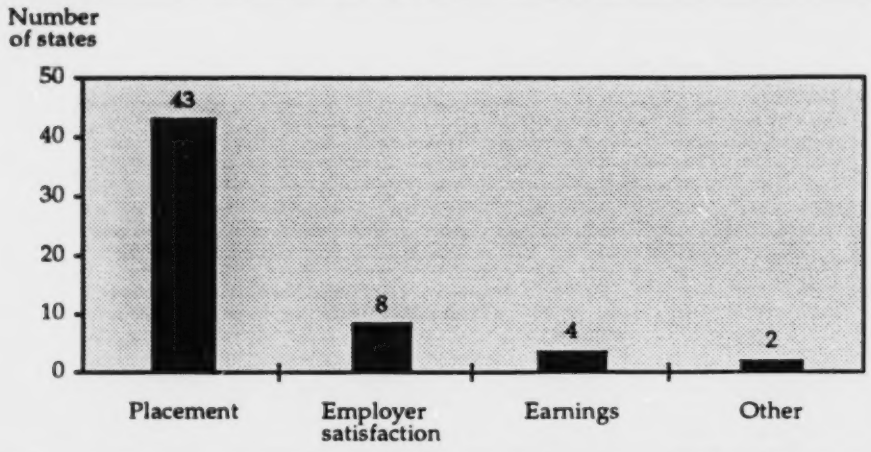
Most states are evaluating programs based on multiple learning outcomes. In a later section, the measures within these learning outcome areas will be reviewed.

Labor Market Outcomes

States are primarily measuring three types of labor market outcomes: (1) placement, (2) employer satisfaction, and (3) earnings. Almost all of the states (43) are using placement to measure the labor market outcomes of secondary vocational program completers. Few states are using employer satisfaction (8) and earnings (4) at the secondary level; but among these states, most are using these outcomes along with placement (Figure 6).

Figure 6

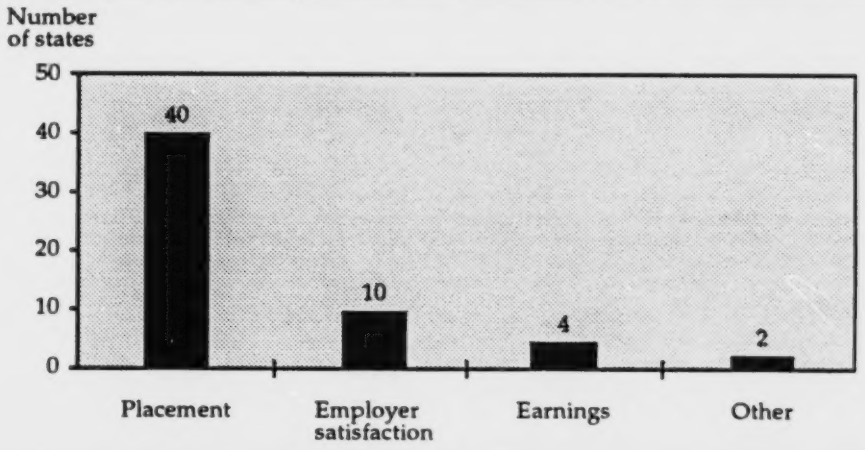
Number of States Measuring Performance of Labor Market Outcomes for Secondary Vocational Education



As with learning outcomes, there is only a slight difference in the number of states measuring the performance of labor market outcomes at the secondary and postsecondary levels (Figure 7). Most states (40) are using placement to measure the labor market outcomes of postsecondary vocational program completers, whereas few are using employer satisfaction (10) and earnings (4).

Figure 7

Number of States Measuring Performance of Labor Market Outcomes for Postsecondary Vocational Education

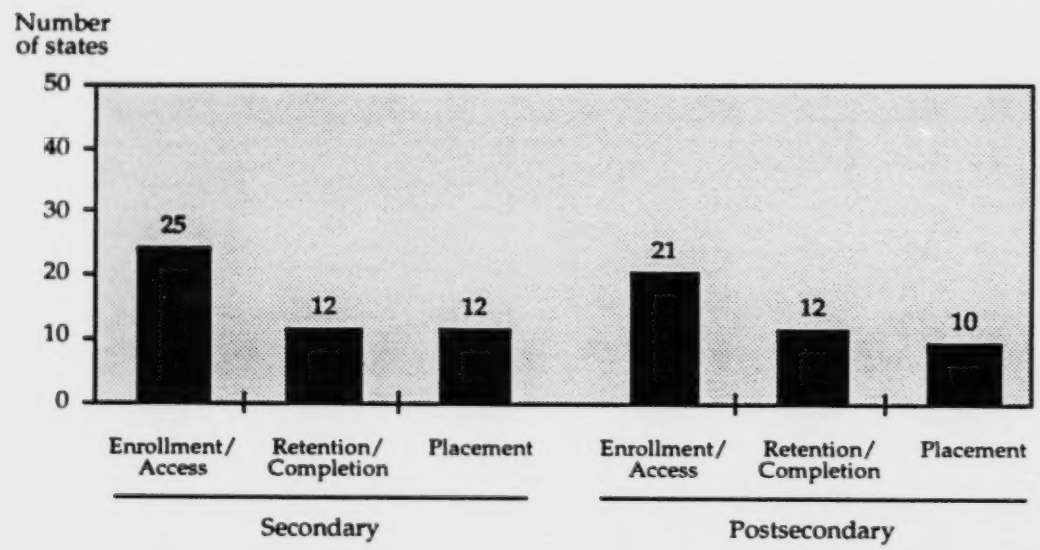


Special Populations Outcomes

Twenty-eight states have incorporated into their systems a specific measure(s) for special populations pertaining to enrollment/access, retention/completion, and placement in secondary vocational education, compared with twenty-five states at the postsecondary level (Figure 8). Most states are struggling with how to disaggregate the performance of special populations in the learning and labor market outcome areas. This year, about one-half of the states have been able to disaggregate the performance of special populations for each measure and standard that they have implemented.

Figure 8

Measures and Standards Included in the System for Special Populations



Performance Measures in Outcome Areas

While Perkins II prescribes the basic parameters that states must follow in designing accountability systems, it provides states with considerable discretion to develop and implement systems that fit individual situations and needs. Thus, each state has developed its own unique accountability system, resulting in fifty state systems of performance measures and standards, all of which are quite different from one another. Because of this diversity, it is very difficult to generalize past the outcome level.

Moreover, there is a problem with how the various terms are used. The Notice of Proposed Rulemaking (NPRM) part 400.4(b) defines a *measure* as "a description of an outcome" and a *standard* as "the level or rate of an outcome." In other words, a *measure* specifies how an outcome will be measured and a *standard* represents the level against which performance on the measure will be evaluated (Hoachlander et al., 1992). However, when reviewing the states' documentation of their standards and measures, the states vary greatly in how they define measures and standards. (See the examples in Section 2 and the Appendix.) In fact, some states are using the above definition for measure as their definition for standard and vice versa. Other states have defined measure exactly as it was specified in the law as "learning and competency gains including student progress in the achievement of basic and more advanced academic skills." Other states use *measurement tool* and *measure* synonymously—for example, "Measure: Test of Adult Basic Education (TABE)." NCRVE, on the other hand, has encouraged states to use *measure* as a description of how an outcome will be measured. For example, if the desirable outcome is the attainment of employability skills, the measure would be "the percentage of vocational students scoring X percent on the test of employability skills out of the total number of vocational students taking the test" (specifically naming the test and the X percent in the measure). The standard would then be described as a percentage level such as "ninety-two percent of vocational students." Thus, because of the disparity in the ways in which states define a *measure* and *standard* (not to mention the next step of defining a *program completer)*, it becomes very difficult to generalize across states.

In the next section, states' measures and standards have been placed into a matrix in order to provide a general description of the broad range of systems that individual states have implemented. However, some states' measures and standards may not fit perfectly into a particular matrix box. The Appendix will supplement the information presented here

by providing a detailed description of each state's system. Standards are described in the next section using the general terms—*absolute standard, program gain standard, student gain standard,* and *ratio standard,* and states vary widely in the types of standards they have included in their systems. For example, some states are using a *student gain standard.* This method assesses changes for an individual student in the knowledge and skills he or she has acquired over a specified time by using, for example, a pretest and posttest or an increase in grade-point average. Other states are using a *program gain standard.* This method assesses changes for a program by averaging the scores of students who have participated in a program at one point in time with the scores of students who participate at another point in time to determine whether the scores have improved. Other states have an *absolute standard* where students must pass an exam before graduating from high school or completing a program. In some cases, states use a retest in which they measure those students who did not pass the test initially but did pass it the second time after taking further coursework. Moreover, some states are using a *ratio standard* such as "of the vocational students who enrolled in basic skills courses, the percentages of students who were identified as successful course completers as compared to those enrolled will increase each year until the percentage meets the minimum standard." These terms appear frequently in the following tables.

It would be impossible and not very useful to categorize states by the specific level of standard they have set. Those states that have not yet established a standard level for a particular measure are listed in the column providing the baseline data needed to set the standard, and those states that are phasing in a measure and standard in a particular area have been footnoted. The information reported below is based on information that the states provided in Fall 1992.

Basic and Advanced Academic Gains

Perkins II requires states to include in their accountability system "measures of learning and competency gains, including student progress in the achievement of basic and advanced academic skills." Some states have not separated "basic" and "advanced" academic skills but have implemented one measure and standard to measure both skills. Other states have separated basic and advanced skills and have implemented two measures and standards for each skill area. However, all the states that have separated basic and advanced academic skills are defining these two skill areas differently.

One-half of the states (25) will measure academic gain in secondary vocational education by using a one-time required test and an absolute standard (Table 3). Nine states will measure program gain by averaging the performance of students (e.g., eleventh graders) from one year to the next. Seventeen states have implemented a measure that requires a pretest and posttest to measure student gain, whereas eight states will average the student pretest and posttest scores to measure program gain. Finally, about one-third of the states (15) will measure academic gain by using course completion.

In postsecondary vocational education, the most widely implemented form of measuring academic gain is course completion, with eighteen states using this measure (Table 4). Additionally, fourteen states will measure academic gain by using a one-time required test and an absolute standard. Fifteen states have implemented a measure that requires a pretest and posttest to measure student gain, with an additional three states using the average of the student pretest and posttest scores to measure program gain.

There is much less uniformity in how states will measure academic gain at the postsecondary level than at the secondary level. Most states will measure academic gain in secondary vocational education by using some form of testing instrument, whereas many states have specified basic and advanced courses and course completion as measures at the postsecondary level.

Tables 5 and 6 summarize the assessment instruments and measurement tools used by states at the secondary and postsecondary level, respectively, to measure academic skills. Many states are leaving the choice of assessment instruments and measurement tools up to the local schools and institutions. Because some of the governance structures of these states are based on local control, prescribing an instrument would not be appropriate.

Table 3

Secondary Measures and Standards— Basic and Advanced Academic Skills

Types of Measures	Basic/ Advanced Skills	Basic Skills	Advanced Skills	Types of Standards	Baseline Data Needed To Set Level of Standard**
Required One Time Test % of vocational students demonstrating gain by scoring X or above on the test of academic skills	CA†*, CO, HI, ID, IL, IN, LA*, MD, ME, MI, NY, TN, TX, WA	CT, MD, NE, NJ, NM, NV, OH, RI	AK*, CT†, MD, NJ, RI	*Absolute Standard* % achieving at X or above	AK, CA, CO, CT, IL, KY, MA†, MD, NM, WA
Retest after More Coursework % of vocational students demonstrating gain by scoring X or above on the test of academic skills		FL, NE, NJ, NM, OH	NJ	*Absolute Standard* % achieving at X or above	
Required One Time Test Increase in the % of vocational students scoring X or above on the _____ test of academic skills	AL, DE, GA*, ID, SC, VA	NJ, PA, RI	NJ	*Program Gain* % increase in the number of students achieving at level X	PA
Pretest/Posttest % of vocational students gaining X or more points between the pre- and posttests on the _____ test of academic skills	CA*, IN, MI, MO, MS*, MT, NC, ND, NH, OK, SD, WY	AK†*, AR†, AZ, NJ†	AK†*, AR†, AZ, NJ†, OH	*Student Gain* % of students demonstrating ___% or point gain	AK†, AR†, CA, MO, MS, MT, NC, NJ†
Average of Pretest/ Posttest The average number of points that vocational students gained between the pretest and posttest of the academic test	GA*, KS, KY, NE†, OK, UT, VT, WV			*Program Gain* The average test score will improve by ___% from pretest to posttest	KY
Course Completion % of vocational students successfully completing academic courses/sequence of courses	GA*, IL, LA*, MD, MN, MS*, OR, WS	AK*, OK	FL, NE, NM, NV, NY, PA	*Absolute Standard* % of students completing courses/ sequence of courses	MS, NM, OR

†These states will be phasing in this measure and standard after 1992-1993.
*Local programs can choose between measures and standards to fulfill the requirement.
**These states have not yet set a numerical standard. Some of these states need baseline data this year in order to set their standard. Some will be phasing in this measure and standard.

Table 4

Postsecondary Measures and Standards— Basic and Advanced Academic Skills

Types of Measures	Basic/ Advanced Skills	Basic Skills Remedial Developmental	Advanced Skills General Program	Types of Standards	Baseline Data Needed To Set Level of Standard
Required One Time Test % of vocational students demonstrating gain by scoring X or above on the test of academic skills	AL*, AK, AZ, CO, IL, IN, LA, ME	NJ, WY	CT	*Absolute Standard* % achieving at X or above	AK†, AZ, CO, IL, MA†, NH, SD
Retest after More Coursework % of vocational students demonstrating gain by scoring X or above on the test of academic skills		SD	SD	*Absolute Standard* % achieving at X or above	
Required One Time Test Increase in the % of vocational students scoring X or above on the ___ test of academic skills	GA	AR, CA, NJ		*Program Gain Standard* % increase in the number of students achieving at level X	GA
Pretest/Posttest % of vocational students gaining X or more points between the pre- and posttests on the ____ test of academic skills	AL*, IN, MO, MS*, MT, ND, NH, NV, OK, SD	KS, MN†, NJ†, WS	SD	*Student Gain* % of students demonstrating % gain	MN†, MO, MS, MT, NH, SD
Average of Pretest/ Posttest The average number of points that vocational students gained between the pretest and posttest	ID, NV†, OK			*Program Gain* The average test score will improve by __% from pretest to posttest	NV
Course Completion % of vocational students successfully completing academic courses/sequence of courses	AK†, ID, LA, MS*, NC, OR, SC, WA, VT	CT, HI, ID, IL, LA, NY, NC, NJ, OH, TX, UT, WS, WV	CT, HI, LA, MS, NC, NM, NV, OH, TX, UT, WV	*Absolute Standard* % of students completing courses/ sequence of courses	AK, CT, IL, MS, NC, NM, OR
Ratio Rate % of vocational program completers will match or exceed the % of overall institutional completers	DE, MI	AR, CA*, TN	AR, CA*, TN	*Ratio Standard* Comparing vocational program completion to overall institution completion	AR, CA
Vocational GPA % of vocational students maintaining a GPA of 2.0 or higher in all vocational courses	ID, PA	KY	KY, NJ	*Absolute Standard* % maintain 2.0	
Other: Survey	VT				

†These states will be phasing in this measure and standard after 1992-1993.
*Local institutions can choose between measures and standards to fulfill the requirement.
NOTE: Rhode Island and Virginia not included in postsecondary tables.

Table 5

Summary of Assessment Instruments and Measurement Tools Used To Measure Academic Skills in Secondary Vocational Education*

Alabama: Alabama Graduation Exam
Alaska: Local agency chooses instrument or portfolio
Arizona: Local agency chooses instrument
Arkansas: Pre-/post-CORD materials (advanced/basic)
California: High School Performance Test
Colorado: Local agency chooses instrument (competencies - SCANS)
Connecticut: *Basic* - Connecticut Academic Performance Test; *Advanced* - portfolio
Delaware: Profile eighth to tenth (writing, math, and science)
Florida: High School Completion Test (HSCT)
Georgia: Test of Achievement and Proficiency (TAP) *or* scores in math and English courses using locally chosen assessments *or* completion of a grade level
Hawaii: State-mandated HSTEC (senior year)
Idaho: Completion of C-core graduation requirements; Direct Writing Assessment; TAP; Iowa Test of Basic Skills (ITBS)
Illinois: State-mandated Illinois Gain Assessment Program (IGAP) (math and reading)
Indiana: Local agency chooses instrument (math and English)
Iowa: Local agency identifies or develops instrument
Kansas: Kansas State Assessment Instrument (math) or a norm-referenced test such as Iowa Test of Education Development or Stanford Achievement Test (phasing in English and composition)
Kentucky: Individual student assessment results from Kentucky Results Information System (KRIS) *or* student portfolio (twelfth grade)
Louisiana: Louisiana Education Assessment Program (LEAP) (math, English/language arts, composition, science, and social studies) *or* completion of a sequence of courses
Maine: Test of Adult Basic Education (TABE)
Maryland: *Basic* - Maryland Functional Test (eleventh grade); *Advanced* - selection of criterion-referenced tests not finalized (mathematics, reading, writing/language usage, social studies, and science)
Massachusetts: Phasing in during 1993-1994
Michigan: MEAP (math, reading, and science in tenth and eleventh grades with posttest in twelfth grade)
Minnesota: Complete graduation requirement
Mississippi: Completing academic courses *or* showing gain through a norm-referenced pretest/posttest series (locally chosen)
Missouri: Missouri Mastery and Achievement Test (MMAT) (math, English/communications, science, and social studies/science; tenth to twelfth grade gain)
Montana: Local agency chooses instrument (pre- and post-assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test
Nebraska: Local agency chooses instrument (math-1993, communication-1994, science-1995)
Nevada: *Basic* - Nevada High School Proficiency Exam (NHSPE) (eleventh grade); *Advanced* - course completion
New Hampshire: Local agency chooses instrument (pre-/posttest of math and language arts)
New Jersey: *Basic* - Eighth grade Early Warning Test and VTECS academic item banks; *Advanced* - HSPT
New Mexico: *Basic* - ITBS (eighth grade) and New Mexico Competency Exam (tenth grade); *Advanced* - course completion
New York: Course completion/Regents' Exam
North Carolina: Functional Literacy Test (eighth grade) and a posttest to be developed
North Dakota: California Test of Basic Skills (CTBS) twelfth compared with eighth grade
Ohio: *Basic* - Ninth grade proficiency test; *Advanced* - academic skills portion of the vocational competency tests offered by the Vocational Instructional Materials Laboratory at Ohio State University or an alternative standardized test
Oklahoma: Pre-/posttest to be developed and administered by local programs upon ODVTE guidelines
Oregon: Course completion
Pennsylvania: *Basic* - Pennsylvania System of School Assessment (PSSA) (reading and math) sampling of eleventh and twelfth grades; *Advanced* - complete three or more advanced academic courses in math, science, and communications, including applied academics
Rhode Island: *Basic* - Metropolitan Achievement Test (MAT) in grades eight, ten, and twelve (reading, math, and language arts); *Advanced* - MAT (reading comprehension and problem solving)
South Carolina: Stanford 8 "3R's Battery" (ninth to eleventh grade)
South Dakota: Stanford Achievement Tests in total reading, total math, and science (eighth or eleventh grade)
Tennessee: American College Test (ACT)/Work Keys
Texas: State-mandated exit test (TAAS) test
Utah: Stanford Achievement Test, Advanced I, Form J (eighth grade) and TASK III, Form J (eleventh grade) for math, reading, and English/language arts
Vermont: Test of Adult Basic Education (TABE) (reading, language arts, and math)
Virginia: ITBS (eleventh grade in math, reading, and communications); possibly a reliable criterion-referenced assessment instrument will be selected by 1994 as an alternative
Washington: Local agency chooses instrument (state-level competencies)
West Virginia: Comprehensive Tests of Basic Skills (CTBS) (pre- and posttest of reading/language arts and math)
Wisconsin: Completion of a sequence of courses
Wyoming: Local agency chooses instrument (math, reading, and language arts and/or science)

*For more information, see state descriptions in the Appendix.

Table 6

Summary of Assessment Instruments and Measurement Tools Used To Measure Academic Skills in Postsecondary Vocational Education*

Alabama: ACT-ASSET
Alaska: Local agency chooses instrument or portfolio
Arizona: Local agency chooses instrument
Arkansas: *Remedial* - Test of Adult Basic Education (TABE) or ABLE; *Advanced* - course completion of applied academics
California: Course completion
Colorado: Local agency chooses instrument (competencies - SCANS)
Connecticut: *Basic* - passing a developmental course; *Advanced* - passing general education course
Delaware: Complete academic requirements (writing, math, science)
Florida: College Level Academic Skills Test (CLAST) Basic Skills Test
Georgia: TAPPS or equivalent instrument
Hawaii: *Basic* - remedial/developmental course completion; *Advanced* - general education course completion
Idaho: GPA; course completion; ASSET or TABE
Illinois: Local agency chooses instrument (math and reading); course completion
Indiana: Local agency chooses instrument (math and English)
Iowa: Local agency identifies or develops instrument (pretests/posttests, a student profile, and a longitudinal study)
Kansas: Remedial course with locally chosen pretest/posttest such as ACT, ASSET, CAPS, MAS, SAT
Kentucky: *Basic* - 2.0 GPA in remedial/developmental courses; *Advanced* - 2.0 in academic courses above the remedial/developmental level
Louisiana: *Technical Institutes* - TABE (math, reading, and English) *or* completion of a sequence of courses; *Higher Education* - choice of instrument such as the Collegiate Assessment of Academic Proficiency (CAAP), Writing Skills Test, the CAP Mathematics Skills Test, the College Level Examination Program (CLEP) College Composition with Essay, CLEP College Algebra, Tech Prep participation, ACT scores, etc.; *Tech Prep* - Louisiana Education Assessment Program (LEAP) (math, English/language arts, composition, science, and social studies) *or* completion of a sequence of courses
Maine: TABE
Maryland: Measuring only occupational skills
Massachusetts: Phasing in during 1993-1994
Michigan: Course completion
Minnesota: Pre-/posttest to be phased in during 1995
Mississippi: Completing academic courses *or* showing gain through a norm-referenced pre-/posttest series (locally chosen)
Missouri: Institutionally identified and department-approved academic assessment (beginning to completion)
Montana: Local agency chooses instrument (pre- and post-assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test
Nebraska: Local agency chooses instrument (math, 1993; communications, 1994; science, 1995)
Nevada: Completion of basic and advanced courses
New Hampshire: Existing instruments (math, reading, and writing) in 1992; in 1993, ACT Asset
New Jersey: *Basic Collegiate* - NJCBST; *Basic Noncollegiate* - HSPT or TABE; *Advanced* - enrollment in advanced courses
New Mexico: *Basic* - completion of developmental courses; *Advanced* - passing certification and licensure exams
New York: No plans to measure at this time
North Carolina: Required credit hours, completion of a sequence, passing remedial course, passing general education and related courses
North Dakota: California Test of Basic Skills (CTBS) twelfth compared with eighth grade
Ohio: *Basic* - completion of basic skills courses; *Advanced* - completion of English/communication courses; *Adult Education: Basic* - remedial instruction such as ABE or other remedial academic classes; *Advanced* - academic skills portion of the vocational competency tests offered by the Vocational Instructional Materials Laboratory at Ohio State University or an alternative standardized test
Oklahoma: Pre-/posttest to be developed and administered by local programs upon ODVTE guidelines
Oregon: Course completion
Pennsylvania: Grade point average of at least 2.0 in academic courses
Rhode Island: Not available
South Carolina: Course completion; decrease in Tech Prep students enrolling in developmental/remedial courses
South Dakota: Local agency chooses achievement test
Tennessee: Locally chosen, state-approved standardized test of general education
Texas: Course or program completion
Utah: Course completion
Vermont: Course completion and student survey
Virginia: Not available
Washington: Course completion
West Virginia: Course completion
Wisconsin: Local agency chooses instrument (pre-/posttest of math, reading, writing, and ESL) and course completion
Wyoming: Local agency chooses instrument (SCANS)

*For more information, see state descriptions in the Appendix.

Occupation Competency Gain

Only twelve states have included a measure of occupational competency gain in their secondary accountability system (Table 7). Of those twelve, only six states will implement that measure in 1992-1993; however, the other states will be phasing it in over time. Again, this report does not categorize states that assume that students enter an occupational program with "zero" knowledge of an occupation and whatever they achieve on a posttest is considered as a measure of occupational gain. Instead, those states have been categorized as measuring competency attainment.

Table 7

Secondary Measures and Standards—Occupational Competency Gain

Types of Measures	States	Types of Standards	Baseline Data Needed To Set Level of Standard
Competency Gain % of vocational students demonstrating occupational gains	AK†, AL, NJ†*, PA, UT†	*Program Gain Standard* Achievement will improve by ___%	AK†, AL, UT†
	NC, NJ†*, NV, OH, SC, TN, UT†	*Student Gain Standard* % students demonstrating % gain (pretest/posttest)	MN†, NE†, NV, SC, UT†

†These states will be phasing in this measure and standard after 1992-1993.
*Local schools can choose between measures and standards to fulfill the requirement.

At the postsecondary level, only five states have included a measure of occupational competency gain in their system (Table 8). Of those six, two states will be phasing in this measure after the 1992-1993 school year.

Table 8

Postsecondary Measures and Standards—Occupational Competency Gain

Types of Measures	States	Types of Standards	Baseline Data Needed To Set Level of Standard
Competency Gain % of vocational students demonstrating occupational gains	NJ†, SC, UT†	*Program/Student Gain Standard* % students demonstrating % gain pretest/posttest	AR, CA
Gain in GPA % of gain in GPA for students in occupational program	PA	*Student Gain Standard* % gain in GPA	

†These states will be phasing in this measure and standard after 1992-1993.

Occupational Competency Attainment

A total of forty states are measuring occupational competency attainment at both the secondary and postsecondary levels. At the secondary level, most of these states (21) will utilize a competency test (Table 9), while twelve states will use competency checklists or profiles. Eight states will use course/program completion as a proxy for occupational competency attainment.

Table 9

Secondary Measures and Standards—Occupational Competency Attainment

Types of Measures	States	Types of Standards	Baseline Data Needed To Set Level of Standard
Competency Tests % of vocational students achieving X% of competencies on the _____ test	AR†, CO, IL†, IN, KS, LA, MS, NC, NE†, NJ, OK, RI, SC, TN, TX*, VA, VT, UT, WV	*Absolute Standard* % attaining competencies	AR†, CO, IL†, MA†, MT, NE†, SC, VA
Competency Checklists or Profiles % of vocational students attaining X% of the competency objectives	AZ, GA, ID, ME, MO, ND, NH, NV, SD, VT, WA, WY	*Absolute Standard* % attaining competencies	WA
Course/Program Completion % of vocational students completing sequence of courses (or program) in a vocational program area	HI, MI, MT, NY, OR, PA, TX*, WY	*Absolute Standard* % completed sequences of courses/program	OR
Vocational GPA % of students maintaining a 2.0 GPA in vocational-technical courses	KY	*Absolute Standard* ___% maintaining a 2.0 GPA	

†These states will be phasing in this measure and standard after 1992-1993.
*Local schools can choose between measures and standards to fulfill the requirement.

Among the states measuring occupational competency at the postsecondary level, most (20) will use a competency test. An additional five states will use competency checklists or profiles. Thirteen states will use course/program completion as a proxy for occupational competency attainment (Table 10).

Table 10

Postsecondary Measures and Standards—Occupational Competency Attainment

Types of Measures	States	Types of Standards	Baseline Data Needed To Set Level of Standard
Competency Tests % of vocational students achieving X% of competencies on the _____ test	AZ, CO, IL†, IN, KS, MS, NE†, NH†, NJ, NM, NV, OH, OK, RI, WY	*Absolute Standard* % attaining competencies	CO, CT, DE, IL†, MA†, MN†, NE†, NH†, NM, NV, NY, OH
Competency Checklists or Profiles % of vocational students attaining X% of the competency objectives	ME, MO, ND, SD, WA	*Absolute Standard* % attaining competencies	WA
Course Completion % of vocational students completing sequence of courses in a vocational program area	GA, HI, LA, MI, TX, UT, WV	*Absolute Standard* % completed the course or sequence of courses	
Program Completion % of vocational students completing a vocational program	ID, IN, MD, MT, OR	*Absolute Standard* % completed the vocational program	CA, MT, OR
Vocational GPA % of vocational students who will achieve ___GPA in occupational courses	ID, KY, PA	*Absolute Standard* ___% maintaining a 2.0/2.5 GPA	
Other	VT		

†These states will be phasing in this measure and standard after 1992-1993.

Job or Work Skill Attainment

One-half of the states will measure job or work skill attainment at the secondary level (Table 11). Of those twenty-five states, seven will be phasing in this measure and standard after the 1992-1993 school year. Thirteen of the states measuring job or work skill attainment will utilize a competency test, and nine states will use competency checklists or profiles. At the postsecondary level, seven states will measure job or work skill attainment by using a competency test (Table 12), while five states will use competency checklists or profiles. States define the term *job or work skill attainment* in various ways. In some states, this outcome area has been called *work readiness* or having an *understanding of all aspects of the industry.* Most states have defined the term at the state level, but the local programs choose which measurement instruments to use.

Table 11

Secondary Measures and Standards—Job or Work Skill Attainment

Types of Measures	States	Types of Standards	Baseline Data Needed to Set Level of Standard
Competency Tests % of vocational students achieving X level of job or work skills on the _____ test	CA†, CO, IL†, KS, MD, ME, MO, NE†, TN AK†, UT†	*Absolute Standard* % attaining competencies *Student Gain Standard* __% gained	AK, CA†, CO, IL†, MD, NE†, VT AK†, UT†
Competency Checklists or Profiles % of vocational students attaining X% of the competency objectives	CT, GA†, IN, MO, VA, VT, WA, WY	*Absolute Standard* % attaining competencies	CT, DE, GA†, VA, WA
Course Completion % of vocational students completing sequence of courses in job or work skills	AR, LA	*Absolute Standard* % completed course or sequence of courses	
Other Measure	HI		DE†

†These states will be phasing in this measure and standard after 1992-1993.

Table 12

Postsecondary Measures and Standards—Job or Work Skill Attainment

Types of Measures	States	Types of Standards	Baseline Data Needed to Set Level of Standard
Competency Tests % of vocational students achieving X level of the job or work skills on the _____ test	CO, IL†, KS, ME, NE†, WY UT	*Absolute Standard* % attaining competencies *Student Gain Standard* __% gained	CO, IL†, NE†
Competency Checklists or Profiles % of vocational students attaining X% of the competency objectives	CT, IN, MO, WA, WY	*Absolute Standard* % attaining competencies	CT, WA
Course Completion % of vocational students completing sequence of courses in job or work skills	LA, GA	*Absolute Standard* % completed course or sequence of courses	
Other Measure	HI		AL, DE†

†These states will be phasing in this measure and standard after 1992-1993.

Tables 13 and 14 summarize the assessment instruments and measurement tools used by states at the secondary and postsecondary level, respectively, to measure occupational competency skills (specific occupational) and job or work skills (general occupational). As with the measurement of academic skills, many states are allowing the local schools and institutions to choose the assessment instruments and measurement tools.

Table 13

Summary of Assessment Instruments and Measurement Tools Used To Measure Occupational Skills in Secondary Vocational Education*

Alabama: Statewide tests to be developed; currently local tests approved by SDE
Alaska: Phase in during 1995
Arizona: Local agency identifies competencies and instrument (may use state-validated competencies)
Arkansas: VTECS
California: State career technical certification assessments to be developed
Colorado**: Local agency chooses instrument (SCANS competencies)
Connecticut***: Portfolio
Delaware: Phased in during 1995 (SCANS competencies)
Florida: No plans to measure at this time
Georgia**: Competency checklist (currently developing assessment instrument)
Hawaii**: Course completion
Idaho: Occupational competency exam or instructor-designed competency profile
Illinois**: Developing assessment instruments to measure applied academics, technical skills, and workplace skills
Indiana**: Complete certificate/license; local agency chooses instrument
Iowa**: Local agency identifies or develops instrument (performance tests or other assessment instruments)
Kansas**: Kansas occupational file or competency checklist; "all aspects of the industry" tests to be developed
Kentucky: 2.0 GPA in vocational-technical courses
Louisiana**: Local agency chooses instrument
Maine: *Specific* - based upon DACUM and accreditation standards; *General* - Jobs for America's Graduates (JAG) Competency Test
Maryland***: Written skill competency and performance tests or individualized competency certificates or employability profiles
Massachusetts: Phasing in during 1993-1994
Michigan: Program completion
Minnesota: No plans to measure at this time
Mississippi: Passing a comprehensive examination (locally chosen) on the major competencies and skills in the total program *or* documentation of competency through the use of an individual student competency profile
Missouri**: Occupational and employability skills for entry-level employment identified by district and approved by department (statewide listing to be developed)
Montana: Local agency chooses instrument
Nebraska**: *Specific* - local agency chooses occupational competency exam; *General* - local agency chooses instrument (competencies such as those for Work Readiness or Youth Works)
Nevada: Local agency chooses (observation, testing, and hands-on demonstrations)
New Hampshire: Local agency chooses instrument (occupational skill profiles and/or competency checklists)
New Jersey: Certification and licensure examinations or nationally recognized examinations (NOCTI)
New Mexico: No plans to measure at this time
New York: *Basic* - occupational sequence of three or more units; *Advanced* - occupational sequence of five or more units
North Carolina: Core competencies on the statewide blueprint with a test bank for pre- and posttesting for Level I and Level II courses
North Dakota: Local agency chooses instrument
Ohio: Vocational competency test offered by the Vocational Instructional Materials Laboratory at Ohio State University or an alternative standardized test
Oklahoma: Occupational test developed by Oklahoma that includes written and performance components
Oregon: Course completion
Pennsylvania: Program completion
Rhode Island: State-approved criterion-referenced competency exams or norm-referenced standardized competency examinations (twelfth grade)
South Carolina: Local agency chooses between "traditional assessments" (pretests/posttests, classroom grades, South Carolina Occupational Competency Tests) or "performance assessments" (observations, product analyses, etc.)
South Dakota: Local agency chooses instrument
Tennessee: To be implemented in 1993-1994 (certification or pretest and posttest)
Texas: Certification by licensing or certification agency *or* validated test of occupational competency *or* completion of sequence of courses
Utah**: Locally developed tests and performance assessments of Applied Technology Competencies (implemented in 1994; Utah-developed Critical Workplace Skills)
Vermont: *Specific* - state-approved competencies and task list; *General* - ten employability skills and eleven workplace traits demonstrated on a scale of 1 to 4 to be evaluated by instructor
Virginia: Instructor certification based on approved competency lists *or*, if appropriate, occupational licensure exam scores
Washington**: Local agency chooses instrument (state-level competencies)
West Virginia: State-adopted core contest in specific occupational areas
Wisconsin: No plans to measure at this time
Wyoming**: Local agency chooses instrument

*For more information, see state descriptions in the Appendix.
**Measures specific and general occupation skills by method described.
***Measures general occupational skills only.

Table 14

Summary of Assessment Instruments and Measurement Tools Used To Measure Occupational Skills in Postsecondary Vocational Education*

Alabama: No plans to measure at this time
Alaska: No plans to measure at this time
Arizona: Local agency identifies competencies and instrument (may use state-validated competencies)
Arkansas: Instructor identifies instrument/performance test
California: Program/course completion
Colorado:** Local agency chooses instrument (SCANS competencies)
Connecticut*:** Local agency chooses instrument
Delaware: Phasing in during 1995 (SCANS competencies)
Florida: No plans to measure at this time
Georgia:** Local agency chooses instrument
Hawaii: Vocational course completion
Idaho: Completion of programs, GPA
Illinois:** Developing assessment instruments to measure applied academics, technical skills, and workplace skills
Indiana:** Complete certificate/license; local agency chooses instrument
Iowa: Local agency identifies or develops instrument (performance tests or other assessment instruments)
Kansas:** Kansas occupational file or competency checklist; "all aspects of the industry" tests to be developed
Kentucky: 2.0 GPA in vocational-technical courses
Louisiana:** *Technical institutes, higher education, and Tech Prep* - developed or selected by locals or student organization written and performance tests
Maine:** *Specific* - based upon DACUM and accreditation standards; *General* - jobs for America's Graduates (JAG) Competency Test
Maryland: Awards (degrees and certificates), licensure, and certification
Massachusetts: Phasing in during 1993-1994
Michigan: Program completion
Minnesota: To be phased in during 1994 (industry-based accountability, graduate grades by special populations)
Mississippi: Passing a comprehensive examination (locally chosen) on the major competencies and skills in the total program or documentation of competency through the use of an individual student competency profile
Missouri:** Occupational and employability skills for entry-level employment identified by district/institution and approved by department (statewide listing to be developed)
Montana: Local agency chooses instrument
Nebraska:** *Specific* - local agency chooses occupational competency exam; *General* - local agency chooses instrument (competencies such as those for Work Readiness or Youth Works)
Nevada: Certification or licensing exam
New Hampshire: Local agency chooses instrument
New Jersey: Certification and licensure examinations or nationally recognized examinations
New Mexico: Passing certification and licensure exams
New York:** Institutions submit a Student Skills Acquisition Assessment Plan that includes a description of the process used to evaluate the acquisition of skills (e.g., grade of "C" or better, skills portfolio, licensure examinations, etc.)
North Carolina: No plans to measure at this time
North Dakota: Locally chosen instruments to measure competencies/tasks
Ohio: To be developed. Some possibilities are as follows: licenser/certification exams, comprehensive exam, course completion, employer surveys, client surveys; *Adult education* - vocational competency test offered by the Vocational Instructional Materials Laboratory at Ohio State University or an alternative standardized test
Oklahoma: Occupational test developed by Oklahoma that includes written and performance components
Oregon: Program completion
Pennsylvania: GPA of at least 2.5 in occupational courses
Rhode Island: Not available
South Carolina: Institutions select/develop own assessment system
South Dakota: Local agency chooses instrument
Tennessee: No plans to measure at this time
Texas: Course or program completion and grades received
Utah:** Course completion (additionally, plan to implement the Utah-developed program Critical Workplace Skills in 1994 or 1995)
Vermont: Student survey
Virginia: Not available
Washington:** Program completion
West Virginia: Course completion
Wisconsin: No plans to measure at this time
Wyoming:** Local agency chooses instrument

*For more information, see state descriptions in the Appendix.
**Measures specific and general occupation skills by methods described.
***Measures general occupational skills only.

Retention/Completion

At the secondary level, sixteen states each will be measuring the graduation rate and retention/completion rate of vocational education students (Table 15). Five states will be measuring the enrollment rate for such students.

Table 15

Secondary Measures and Standards—Retention/Completion

Types of Measures	States	Types of Standards	Baseline Data Needed to Set Level of Standard
Graduation Rate % of vocational completers who graduated from high school	IL, IN, MA, ME, OH, OK, RI	*Absolute Standard* % graduating	
	AL, CO, SC	*Program Gain Standard* % annual improvement	SC
	DE, KS, KY, TX†, WS, WY	*Ratio Standard* Vocational graduation rate matches or exceeds graduation rate of school/state	KY, TX†
Retention/Completion Rate % of vocational students who are retained/completed the program	CA*, IL, IN, MA, MS, NH, NJ, OR, RI, SD	*Absolute Standard* % retained/completed	OR
	AR†, CA*, CO, KY, LA, MT, RI	*Program Gain Standard* % annual improvement	AR†, KY, MT
	MI	*Ratio Standard* Vocational retention matches or exceeds retention of school/state	
Dropout Rate Decrease in the number of dropouts	OH	*Absolute Standard* % retained/completed	
	LA, ME	*Program Gain Standard* Annual decrease	LA
	NE†, NV	*Ratio Standard* Vocational dropout matches or is less than dropout of school/state	NE†
Enrollment Rate %/# enrolled in vocational education courses	AR, AZ, OR	*Absolute Standard* % enrolled in vocational education courses	OR

†These states will be phasing in this measure and standard after 1992-1993.
*Local schools can choose between measures and standards to fulfill the requirement.

At the postsecondary level, more than one-half of the states (28) will be measuring the retention/completion rate for vocational students (Table 16). Four states will be measuring the dropout rate for these students.

Table 16

Postsecondary Measures and Standards—Retention/Completion

Types of Measures	States	Types of Standards	Baseline Data Needed to Set Level of Standard
Retention/Completion Rate % of vocational students who are retained/completed the program	FL, HI, IL, IN, MA, MS, NJ†, OR, RI, SD, TN†, TX, VT, WS, WV	*Absolute Standard* % retained/completed	CA, NH, NJ†, NY, OR, TN†
	AL, CO, KY†, LA, MT	*Program Gain Standard* % annual improvement	KY†
	DE, NV†, PA, SC	*Ratio Standard* Vocational retention matches or exceeds retention of school/state	NV†
	AR	*Ratio Standard* Enrolled to succeed	AR
Dropout Rate Decrease in the number of dropouts	NE	*Absolute Standard* % retained/completed	NE
	LA, ME	*Program Gain Standard* Annual decrease	
	MA	*Ratio Standard* Enrolled to complete	
Enrollment Rate %/# enrolled in vocational education courses	MD, SD	*Absolute Standard* % enrolled in vocational courses	
Attendance Rate % of days that vocational students were in attendance (ADA)	RI	*Absolute Standard* 95%	

†These states will be phasing in this measure and standard after 1992-1993.

Labor Market Measures

Most states (43) will be measuring the placement rate(s) for secondary vocational programs (Table 17). Of those states, thirty-three states will hold programs accountable to an absolute standard (__% of completers will be placed), and eight states will hold programs accountable to a program gain standard (the placement rate will improve by _%). Two states will measure both absolute and program gain standards. Seven states will weight placement for special populations or local demographics; four states will measure the wage rate of program completers; and eight states will measure employer/client satisfaction.

Table 17

Secondary Measures and Standards—Labor Market Measures

Types of Measures	States	Types of Standards	Baseline Data Needed to Set Level of Standard
Placement Rate(s) % of program completers who are either employed, employed in a job related to training, employed in the military, or enrolled in further education or training	AR, AZ, CA†, FL, HI, ID, IL, IN, KS, MA, MD, ME, MI, MN, MO, MS, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA*, RI, VA, VT, WA*, WS, WV, WY	*Absolute Standard* % of completers placed (may have standard for each placement area)	CA†, MN, NM, OR
	AL, CO, CT, GA, KY, LA, MT, PA*, UT, WS	*Program Gain Standard* Program placement rate will improve by ___%	MT
	AL, IN, KS, KY, LA, MS, VT	*Weighted Placement* For Special Population—Local Demographics	
Wage Rate The average wage earned by vocational program completers at a given point in time after leaving the program	ME, NE, NJ, OR	*Absolute Standard* % completers earning—wage rate	
Employer/Client Satisfaction % of employers/completers rating the vocational completer/program at a satisfactory level or higher	MD, MN, NE, NH, NJ, TN, WA*, WV	*Absolute Standard* % rated satisfactory or higher	
Other Measure	IL, MA, ME, NC		

†These states will be phasing in this measure and standard after 1992-1993.
*Local institutions can choose between measures and standards to fulfill the requirement.

Most states (41) will be measuring the placement rate(s) for postsecondary vocational programs (Table 18). Of those states, thirty-two states will hold programs accountable to an absolute standard (____ % of completers will be placed), and eight states will hold programs accountable to a program gain standard (the placement rate will improve by ___ %). One state allows the local institution to choose between the absolute standard and program gain standard. Four states will weight placement for special populations or local demographics; five states will measure the wage rate of program completers; and eleven states will measure the employer/client satisfaction.

Table 18

Postsecondary Measures and Standards—
Labor Market Measures

TYPES OF MEASURES	STATES	TYPES OF STANDARDS	BASELINE DATA NEEDED TO SET LEVEL OF STANDARD
Placement Rate(s) % of program completers who are either employed, employed in a job related to training, employed in the military, or enrolled in further education or training	FL, GA, HI, IL, IN, KS, MA, MD, ME, MI, MN, MO, MS, ND, NE, NJ, NM†, NV, OH, OK, OR, PA*, RI, SC, SD, TN, TX, VT, WA, WS, WY	*Absolute Standard* % of completers placed (may have standard for each placement area)	CA, MI, MN, NH†, NM†, NY, OR, SC
	AR, AZ, CO, CT, ID, KY, LA, MT, PA*	*Program Gain Standard* Program placement rate will improve by ___%	AR, CO, CT, MT
	IN, KY, LA, MS	*Weighted Placement* For Special Population—Local Demographics	
Wage Rate The average wage earned by vocational program completers at a given point in time after leaving the program	AR, ME, NE, NJ, RI	*Absolute Standard* % completers earning at a particular wage rate	
Employer/Client Satisfaction % of employers/completers rating the vocational completer/program at a satisfactory level or higher	KS, MD, MN, NE, NH, NJ, RI, TN, TX, VT, WY	*Absolute Standard* % rated satisfactory or higher	NH
	CO	*Program Gain Standard* Annual improvement	CO
Other Measure	IL†, MA, ME		IL†

†These states will be phasing in this measure and standard after 1992-1993.
*Local institutions can choose between measures and standards to fulfill the requirement.

Incentives or Adjustments for Special Populations

When asked, "What is your state implementing in the area of *incentives* or *adjustments* for special populations?" most states respond similarly. In many cases, the response is that because Perkins II funds are targeted at special populations, these funds alone are an incentive to provide service for this group of students. The second usual response is that most of the Perkins II funds are used to supplement instruction for special populations with services such as counseling or instructional aids and, therefore, programmatic adjustments are in place. Currently, very few states are accomplishing much more in the way of implementing incentives and adjustments for special populations. However, most states report that they will be working on the special populations' component of their accountability system this year.

At the present time, there are seven states weighting placement of special populations. Additionally, two states are adjusting or lowering standards for special populations, and three states are offering incentives to local schools or institutions such as recognition or extra funding for exemplary performance in service to special populations. Finally, a few states are looking toward phasing incentives in over time.

Local Modifications

Most states will not have any local modifications in effect in the 1992-1993 school year. Presently, states do not have sufficient data to determine whether a modification is warranted. Most have developed or plan to develop a system for local modifications. However, some states with very decentralized measures and standards do not see the need for local modifications. In these states, local schools or institutions choose the assessment instruments and measurement tools that fit their needs. Such states claim their entire system is a *local modification.*

Coordination with Other Federal Programs

All states report participating in some form of coordination with other programs receiving federal assistance as required by Perkins II, although the intensity of this coordination varies among states. Most states have included a representative from JTPA on their Committee of Practitioners. Those states that have reviewed JTPA standards for the possibility of adopting or modifying them according to Perkins II requirements have concluded that the JTPA standards would not be suitable for such purposes.

EXAMPLES OF MEASURES AND STANDARDS

Since the enactment of Perkins II, NCRVE has proposed the following six basic system requirements to ensure that states' systems of performance measures and standards are well designed (Hoachlander et al., 1992).

1. The desired measures and standards should be defined clearly and precisely.

2. Outcomes should be easily and accurately measured while minimizing data burden and cost.

3. A manageable number of outcome measures should be included in the accountability system.

4. Standards must have validity and be justified in terms of success in either the workplace or further education and training; they must also be fair, avoiding bias by race, gender, or special need.

5. Data for each measure should be collected at appropriate intervals of time.

6. The information generated by the accountability system should be routinely accessible to students, teachers, administrators, parents, employers, board members, and others interested in educational policy and performance.

This section highlights examples of those performance measures and standards implemented by the states that are relatively clear and precise, meeting the first criterion set by NCRVE for ensuring a sound accountability system. However, it is too early to assess states' systems according to design features two through six. At the present time, all states are continuing to develop, revise, and fine-tune their measures and standards. Some states have not set standards but are using 1992-1993 as a baseline year. Thus, there is no information available at the present time about how these systems will actually work.

By the Fall of 1994, the Secretary of Education must submit a report to Congress describing the status of each state's system of measures and standards. This report will include an assessment of the validity, reliability, predictability, and bias of states' selected measures and standards and how they can be compared across states. Additionally, the

report will include in-depth case studies of how effective states' systems are at both the local and state levels in improving the performance of vocational education programs.

The rest of this section highlights examples of states' performance measures and standards. Those that have been selected have learning and labor market outcomes that are defined clearly and precisely.

Basic and Advanced Academic Gain

ALABAMA—SECONDARY
PERCENTAGES PASSING GRADUATION EXAM

Measure: Percentage of vocational students passing High School Graduation Examination.

Standard: Annual improvement in percentages passing (until reaches or exceeds a passing score of 95%).

- **Measuring program gain by passing rate**
- **Annual improvement with absolute standard of ninety-five percent**
- **Statewide test—High School Graduation Examination**

CALIFORNIA—SECONDARY
HIGH SCHOOL PERFORMANCE TEST

Measure: Student progress in the achievement of basic and more advanced academic skills (1992-1993). Basic academic competency baseline data will be measured by the High School Performance Test, which will yield individual student scores beginning at grade ten. This measure will be given statewide in Spring 1993. Each student's achievement level will be reported on a six-point scale according to the following categories: 6 = exceptional, 5 = commendable, 4 = adequate, 3 = some evidence of achievement, 2 = limited evidence of achievement, 1 = no evidence of achievement. Standards will be set in terms of the percentages of students who perform at "commendable and above" levels and at "adequate and above" levels.

Standard: A high school can meet the standard for performance in one of two ways:

1. Absolute Performance Standard: By scoring at or above the seventy-fifth percentile (percentage of students meeting performance standards) when compared with similar schools
2. Growth Standard: By showing improvement at a rate that meets or exceeds the state growth target. Growth is the change in the percentage of students meeting performance standards.

1994-1995: Measures identified in the previous years plus the High School Performance Test (or some identified portions of the total exam) administered to all grade twelve students enrolled in a Tech Prep program. Academic growth will be established by matching individual students' grade ten scores with their grade twelve scores. High school students will be encouraged to retake the High School Performance Test to demonstrate increased levels of performance. Students electing to participate in Tech Prep program sequences will be required to take the High School Performance Test in grade twelve as one component of earning certification.

- **Measuring program gain (percentage of students exceeding the growth target)**
- **Absolute standard (percentage of students scoring at or above the 75th percentile) and growth standard to be phased in**
- **Statewide test—High School Performance Test**
- **Phasing in a student gain standard for Tech Prep; students will take the statewide test in tenth grade and retake the test in twelfth grade**

GEORGIA—POSTSECONDARY
AVERAGE POSTTEST SCORE GAIN

Measure: Measures of learning and competency gains. Achieves the following positive institutional outcomes for average basic and advanced academic skills among all diploma/degree students:

Standard 1: Students achieve an average x percent gain in their verbal competency as evidenced by pretest/posttest raw score gain on the usage section of the Test of Achievement and Proficiency (TAP) or equivalent instrument.

Standard 2: Students achieve an average x percent gain in their quantitative competency as evidenced by pretest/posttest raw score gain on the basic math/algebra section of TAP or equivalent instrument.
Note: The Postsecondary Subcommittee is conducting a pilot study to gather information concerning average gains on the TAP exams. After reviewing pilot data, the Subcommittee will develop a specific percentage to replace each "x percent" currently in the standard. Statewide specific percentages and other standards will be reviewed by the Subcommittee annually and adjusted if needed based on data analysis.

- **Measuring student gain to be aggregated to the level of program gain (average percent gain)**
- **Pilot data needed to set percent level**
- **Institutions use Test of Achievement and Proficiency (TAP) or equivalent instrument to assess verbal and quantitative competencies**

INDIANA—SECONDARY/POSTSECONDARY
PRE-/POSTTEST

Measure 1: Percentage of managed students in vocational and technical education programs whose pretest and posttest scores of assessment exam(s) administered in English/language arts demonstrate an increase during assessment period.

Standard 1.1: At least twenty percent of students demonstrate increased competence.
Standard 1.2: At least seventy-five percent of students demonstrate performance at appropriate level.

Measure 2: Percentage of managed students in vocational and technical education programs whose pretest and posttest scores of assessment exam(s) administered in math demonstrate an increase during assessment period.

Standard 2.1: At least twenty percent of students demonstrate increased competence.
Standard 2.2: At least seventy-five percent of students demonstrate performance at appropriate level.

- **Measuring student gain to be reported as a minimum (at least 20%) or absolute standard (at least 75%)**
- **Locally selected assessment instrument (pretest/posttest)**

PENNSYLVANIA—POSTSECONDARY GRADE-POINT AVERAGE

Measure: Basic and advanced academic skills proficiency: Occupational student grade-point average (GPA) in academic courses.

Standard: Seventy (tentative) percent of occupational students achieve at least a GPA of 2.0 in academic courses or an increase of two percentage points from the previous year.

Procedures and Administration: Postsecondary institutions will record the following information for an individual student data system for site and Classification of Instructional Program (CIP) code: (1) student name/ID; (2) length of program (credits); (3) total students who initially matriculated; (4) students no longer matriculated in program; (5) credits earned toward formal award by students still in program—(a) 0-30, (b) 31-60, (c) 61 or more; (6) received formal award in program; and (7) GPA—(a) academic courses, (b) occupational courses, (c) occupational and academic combined.

Reporting: GPA in academic courses will be summarized annually for a cohort of occupational students and made available by program—CIP codes and special populations.

- **Measuring programs with an absolute standard (70%) or a program gain standard (2%)**
- **Information will be recorded in the Individual Student Data System by CIP and special populations**
- **Measuring grade-point average as a proxy for gain**

UTAH—POSTSECONDARY COURSE COMPLETION

Measure: Assessment of "basic" academic skills.
Minimum Attainment Standard: Suggested minimum attainment expectations are that seventy percent of the completers will attain a "C" or equivalent level of competency.

Scope: Applied Technology "completers."
Methods:

1. Students entering applied technology programs who lack basic academic skills necessary to successfully complete applied technology programs will have their deficiencies assessed.
2. Appropriate remedial (in Applied Technology Centers [ATCs]) or general basic education (below the 100 level in colleges) will be prescribed for the students to achieve.

Measure: Assessment of "advanced"/applied academic skills (math and English).
Minimum Attainment Standard 2: Suggested minimum attainment expectations are that seventy percent of the completers will attain a "C" or equivalent level of competency.

Scope: Applied Technology "completers."
Methods: Classes listed as "Applied Academics" in ATCs and classes in the colleges that are at the one hundred level or greater will be monitored according to the expectations in this area of measurement.

- **Measuring applied technology programs with an absolute standard (70%)**
- **Basic and academic skills are separated by course number (under 100 level versus over 100 level)**
- **Measuring course completion as a proxy for gain**

WASHINGTON—SECONDARY
LOCALLY CHOSEN ASSESSMENT INSTRUMENT

Standard 1: Students will demonstrate basic skill competencies at levels to be determined locally through collaborative efforts with local advisory committees.

Measures:

1. Ability to read, write, and complete basic computations and the ability to understand and communicate orally and in writing.
2. Ability to work well with others, which includes human relation skills and multicultural sensitivities.
3. Ability to perform critical thinking, which includes problem solving, decision making, and the ability to organize and prioritize.

- **Standards will be set locally for each program**
- **Local programs determine assessment instrument**
- **Specific competencies developed at the state level**

WEST VIRGINIA—SECONDARY
AVERAGE POSTTEST GAIN SCORE

Measure: All students who enter an occupational program will be pretested to determine their level of basic academic skills. All students who complete an occupational concentration will be posttested to determine their gain in basic academic skills. The state-adopted Comprehensive Tests of Basic Skills (CTBS) will be used for both pre- and posttests.

Standard: The average posttest score for all completers in a specific occupational program will improve in the areas of reading/language arts and mathematics by ten percent of the difference between their average pretest score and the one-hundredth percentile.

Reporting: The local education agency (LEA) will report average programmatic pre- and posttest results for occupational program completers to the state each May beginning in 1993. This information will be compiled by average pre- and posttest scores for regular and special needs students in reference to reading/language arts and mathematics achievement levels.

- **Measuring student gain; aggregating the data to the program level (the average posttest score will improve by 10% compared with the average pretest score)**
- **Statewide adopted test—Comprehensive Tests of Basic Skills (CTBS)**

Occupational Competency Gain

NORTH CAROLINA—SECONDARY COMPETENCY TEST

Measure: Competency gain and attainment.

Standard 1: Eighty percent of all students completing each vocational/technical education course will have mastered eighty percent of the core competencies designated on the statewide course blueprint.

Standard 2: Eighty percent of all students completing each Level I or nonsequenced vocational/technical education course will have gained a minimum of sixty percent of the difference between the pretest score and the total possible posttest score as measured by valid pre-/posttests of all core competencies designated on the statewide course blueprint.

Standard 3: Eighty percent of all students completing each Level II vocational/technical education course will have gained a minimum of forty percent of the difference between the pretest score and all of the total possible posttest scores as measured by valid pre-/posttests of all core competencies designated on the statewide course blueprint.

Instrument: Test bank—one hundred test items—ten items for each objective (competencies) that teachers help develop. Weights each test item in relation to objective. Testmaker software with teacher to select test items, track achievement, and report results statewide. Interim evaluation of students and pre- and posttests statewide.

- **Measuring competency attainment with an absolute standard**
- **Absolute standard for mastery and gain on pretest/posttest**
- **Basic and academic skills separated by Level I and Level II course distinction**
- **Statewide test bank and reporting system**

NEW JERSEY—POSTSECONDARY CERTIFICATION AND LICENSURE EXAMINATIONS

Measure 1: Attainment of occupational competencies.
Certification and licensure examinations or nationally recognized examinations* (e.g., National Occupational Competency Testing Institute [NOCTI] examinations).
Standard 1: Seventy percent pass rate for all students qualified to sit for examinations (for NOCTI, scores at or above the national average) (AY 1992-1993).
Exceptional Standard: Ninety percent pass rate.
Districts may choose NOCTI or other available tests.
Use agency established rate if higher than seventy percent.

Measure 2: Gain in occupational competencies.
Certification and licensure examinations or nationally recognized examinations.
Standard 2: Two percent increase in proportion of students passing or twenty percent gain in pre- to posttest scores (if pretest is possible with exam chosen) (AY 1993-1994).

*Note: "AY" means academic year.

- **Minimum standard (70%) set for passing rate as well as exceptional standard (90%)**
- **Measuring program gain by the increase in the passing rate (+2%) or student gain (20% gain in pretest to posttest score)**

ALABAMA—SECONDARY
COMPETENCY TEST

Measure: End-of-Program Occupational Competency Test (including related academics).

Standard: Annual improvement in average scores (average scores on available tests for AY 1993-1994 as the base for the first year); increase each year until an average of seventy percent mastery on a comprehensive test is reached and maintained for each occupational program conducted.
Adjustments/Assessment Instrument: Statewide standard tests will be used when developed or acquired. Local tests may be substituted, subject to State Department of Education approval, until standard tests are available. Special Education students may be exempt from this measure.

- **Measuring program gain with average scores**
- **Annual improvement with an absolute (70%)**
- **Local programs select assessment instruments until standard tests are available**

UTAH—SECONDARY
LOCALLY CHOSEN COMPETENCY TEST

Measure:
1. Locally developed tests of Applied Technology competencies.
2. Locally developed performance assessments of Applied Technology competencies.
3. State or industry-approved performance assessments.

Methods:
1. Instructors for each Applied Technology course will administer a district-approved test and/or performance assessment based on specific competencies at the beginning and conclusion of the course. In situations where performance assessments would be inappropriate at the beginning of a course, students may be allowed to indicate on a checklist which competencies they do and do not possess, and those competencies marked as present can be verified immediately with a performance assessment that, if passed, would also be the post-assessment of that student.
2. The LEA will report the number of students who met state standards, where they exist, and the number who met local standards (also indicating what the local standards were).

Attainment Standard 2: Each instructor will establish attainment expectations for students in each course to be based on posttest and/or post-assessment performance. Suggested minimum attainment expectations are that seventy percent of the students should attain eighty percent of the competencies for the course or "competency grouping."
Improvement Standard 2: In years subsequent to FY 1993, each instructor will establish test and/or performance improvement expectations for each course. Expectations may be stated as pretest/posttest average percentage improvement and/or pre-assessment/post-assessment competency gains.
Reporting: Each instructor will report pupil performance and competency attainment for the total course or competency group by sex, ethnicity, and special population status.

- **Each instructor sets attainment standard**
- **Locally developed test of applied technology competencies or state/industry competencies**
- **Measuring attainment for each course and phasing in the average percentage improvement for each course**

PENNSYLVANIA—POSTSECONDARY OCCUPATIONAL GRADE-POINT AVERAGE

Measure: Occupational competency grade-point average: Occupational student GPA in occupational courses.

Standard: Seventy percent of students achieve at least a 2.5 GPA in occupational courses or show an increase of two percentage points from the previous year.

Procedures/Administration: Postsecondary institutions will record the following information for an individual student data system for each site and CIP code: (1) student name/ID; (2) length of program (credits); (3) total students who initially matriculated; (4) students no longer matriculated in program; (5) credits earned toward formal award by students still in program—(a) 0-30, (b) 31-60, and (c) 61 or more; (6) received formal award in program; and (7) GPA—(a) academic courses, (b) occupational courses, and (c) occupational and academic combined.

Reporting: GPAs in occupational courses will be summarized annually for all occupational students and made available by program—CIP codes and special populations.

- **Measuring student attainment (2.5 GPA) or student gain (increase of 2%)**
- **Information on grade-point average in occupational courses is made available annually by program using the Classification of Instructional Programs (CIP) and by special populations**

Occupational Competency Attainment

ARIZONA—SECONDARY
COMPETENCY CHECKLIST

Measure: Demonstrate occupational competency attainment.

Standard 1: Eighty percent of the course completers will demonstrate attainment of at least eighty percent of the occupational competencies/tasks associated with the course.

Assessment Instruments: The school identifies the competencies students are to master in each course and program. The school may utilize the state-validated competencies. The competencies for the program must be appropriately divided among courses.

Standard 2: One hundred percent of the program completers will demonstrate attainment of at least eighty percent of the occupational competencies/tasks associated with the program.

Adjustment: The student's course/program may be modified through an IVEP.

- **Absolute standard of attainment for course completers and program completers**
- **School identifies competencies or utilizes state-validated competencies**

OKLAHOMA—SECONDARY/POSTSECONDARY
COMPETENCY TEST

Measure: Occupational test that includes the following:
1. Written test
2. Performance test
3. Competency profiles (can be used in lieu of test, if test is not available)

Standard: One hundred percent of those vocational students who have completed occupational training will be competent in at least one occupation. Competency will be reached when the student scores seventy percent on the written assessment and one hundred percent on the performance assessment.

Adjustment: Each student who has completed occupational training under testing conditions appropriate to their special needs using valid testing instruments will be competent in at least one occupation.

Process: Tests will be distributed, scored, and analyzed by the ODVTE.

- **Absolute standard of attainment of occupational training competencies**
- **Measuring with statewide written and performance tests**

Job or Work Skill Attainment

KANSAS—SECONDARY/POSTSECONDARY WORKPLACE SKILLS TEST

Measure: Vocational-technical program completers shall demonstrate competency in each of the following workplace skill areas: managing resources (i.e., time), participating as a team member, using computers to process information, and decision making/problem solving.

Standard: Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies in the workplace skill areas enumerated in the measures column or those competencies designated on the IEP for students identified as being disabled.

Procedures: The Kansas Occupational Profiles developed by the Kansas Competency-Based Curriculum Center will be expanded to include the workplace skill areas enumerated in the measures column; the additions will be pilot-tested, validated, tested for reliability, and revised as necessary. Individual schools will develop specific testing procedures to determine competency in each of the workplace skill areas for each vocational-technical program.

Year Two: Add managing resources (i.e., material, interpreting/communicating information), listening skills, speaking skills, and learning strategies.
Year Three: Add managing resources (i.e., money, human, and facility), exhibiting work ethics, demonstrating integrity/honesty, creative thinking/visualizing, using self-management skills/taking responsibility, and exhibiting self-esteem.

- **Absolute standard of the attainment of program completers**
- **Schools develop specific testing procedures**
- **Specific workplace skill areas defined at the state level**

MAINE—SECONDARY/POSTSECONDARY EMPLOYMENT TEST

Measure: Jobs for America's Graduates (JAG) Employment Competency Test scores.

Standard: Successful completers of vocational courses of study should attain at least the minimum benchmark score of seventy percent on each of the three sections of the Employment Competency Test developed by the JAG school-to-work transition program.

Method: Following standard JAG procedures, the JAG Competency Test of thirty employment and career-related basic skills should be administered as a pretest to all entering vocational students, regardless of their course of study or program. Exiting students should be retested during their last semester. Application of this standard is optional for programs utilizing a competency-based curriculum that includes a comparable spectrum of employment and career-related basic skills.
Scope: All courses of study; optimal for occupational and technical education.

- **Absolute standard for the attainment of vocational course completers**
- **Measuring with three sections of the Employment Competency Test developed by JAG**
- **Students are tested at entry and retested at exit**

VERMONT—SECONDARY
EMPLOYABILITY AND WORKPLACE TRAITS CHECKLIST

Standard: All students completing a technical education program will have the skills necessary for obtaining employment and will display the workplace traits necessary for retaining a job.
Measurement: Students completing a technical education program will be judged to have reached an entry-level competency (Level 3) in workplace readiness skills.

Description: Students who are enrolled in technical education programs are instructed in and assessed on the skills necessary for employment acquisition and retention. There are ten employability skills identified for acquiring employment and eleven workplace traits necessary for performing successfully in the workplace. Some of these skills can be taught in a classroom. Each skill must be completed and demonstrated without error or to the instructor's satisfaction. Other skills are workplace behaviors such as attendance, punctuality, and so on and are demonstrated in a simulated or actual workplace. The level at which students demonstrate these traits is identified by the instructor, co-op coordinator, or workplace supervisor using a scale of one (very weak) to four (consistently demonstrates this trait). To successfully acquire such a workplace readiness skill, a student would have to average a level three over the course of six months on the job or at least one semester. A subsequent drop in any skill area would require that the student be recertified in that particular skill to the satisfaction of the employer or lead instructor. Maintaining a level three, or entry-level competency, represents exhibiting these workplace traits to the extent that employers would judge performance acceptable.

- **Absolute standard of level three in workplace readiness skills for program completers**
- **Statewide competencies—ten employability skills and eleven workplace traits**
- **Each skill must be demonstrated to the instructor's satisfaction**

WASHINGTON—SECONDARY
WORKPLACE CHECKLIST

Standard 1: Students will demonstrate work-maturity skill competencies at levels to be determined locally through collaborative efforts with local advisory committees.
Measures:
1. Possession of appropriate work ethic, appearance, and attitude toward work performance.
2. Ability to lead and to follow appropriately.
3. Ability to adapt skills and attitudes to change and lifelong learning.
4. Ability to manage personal and family life.
5. Ability to identify and set education and employment goals.
6. Possession of job search skills and knowledge of how to access job identification.

Standard 2: Students will demonstrate entry-level occupational skill competencies at levels to be determined locally through collaborative efforts with local advisory committees.
Measures:
1. Knowledge of all aspects of the industry that an individual is preparing to enter as well as transitions to work and within the field, safety precautions, and expectations of the world of work.
2. Comprehension of technology.
3. Skill mastery of specific occupational training.

- **Levels of attainment to be determined at the local level**
- **Specific statewide work maturity and entry-level occupational competencies skills**

WYOMING—POSTSECONDARY WORKPLACE CHECKLIST

Standard: Eighty-five percent of vocational program completers from Perkins-assisted classes will pass a minimum of eighty percent of competencies in the workplace skill areas enumerated in the SCANS "Workplace Know-How" in the measures column.

Measure: Vocational program completers from Perkins-assisted classes shall demonstrate competency in each of the workplace skill areas.

Process: Student will be evaluated on competencies with (1) exams on multiple assessment instruments of specific concepts necessary for employment, (2) portfolios, (3) laboratory tests, (4) on-the-job training, and/or (5) whatever the college determines is necessary to assess competencies in each subject area.

- **Absolute standard for vocational program completers from Perkins-assisted classes**
- **Statewide developed work skill areas**
- **Locally chosen assessment instruments**

MAINE—SECONDARY/POSTSECONDARY ATTRITION RATES

Measure 1: Program completion certificates, diplomas, or degrees.

Standard 1: Except for migrants, the student attrition rate in vocational education programs at all levels should not exceed twenty percent for the 1991-1992 school year and fifteen percent for the 1992-1993 school year.
Method: The Perkins Act presumes a close correspondence between the number of students who enroll in vocational programs, the number of successful completers, and the number of job openings for workers with occupational or technical training. Excessive attrition rates at either the secondary or postsecondary level must be defined as unacceptable except in special circumstances.
Scope: All vocational courses of study.

Measure 2: High school diplomas, certificates of completion, or GED certificates.

Standard 2: At least ninety percent of students enrolled in vocational education programs at the secondary level should graduate with their class. Before the end of the three-year follow-up period, the remaining ten percent should (1) return to school and graduate, (2) enroll in and successfully complete an adult diploma program, or (3) earn a GED certificate. All handicapped students enrolled in a special preparation program under vocational auspices should complete school prior to the statutory maximum age.
Method: In addition to offering strong incentives to remain in secondary school, secondary vocational programs cooperate fully with the dropout recovery programs of the Positive Action Committees of the sending schools.
Scope: All secondary vocational courses of study.

- **Absolute standard for student attrition rates**
- **Absolute standard for graduation of students in vocational education programs**

MISSISSIPPI—SECONDARY/POSTSECONDARY PROGRAM COMPLETION

Measure: Percentage of students completing the program.

Standards:

1.	Enrichment programs	87%
2.	Basic skills programs	84%
3.	Secondary occupational programs	33%
4.	Postsecondary occupational programs	29%
5.	Adult vocational classes	80%

Low program completion standards for secondary and postsecondary programs are a result of the fact that approximately thirty-five percent of the unduplicated enrollment in these programs is continuing in the program. Also at the postsecondary level, a significant number of students exit the program before completion in order to accept gainful employment.
Formula: Number of students completing the vocational-technical program/unduplicated program enrollment.

- **Absolute standard for program completion**
- **One measure with different standards for each program**

OKLAHOMA—SECONDARY GRADUATION RATES

Measure: High school diploma, certificates of completion.

Standard: At least eighty percent of students enrolled at the secondary level should graduate with their class (percentage of increase over the next three years).

Process: Information to be obtained from SDE Annual Indicators Report.

- **Absolute standard for graduation rate with an annual improvement rate**

WISCONSIN—SECONDARY GRADUATION RATES

Measure 1: Vocational education participants will have a graduation rate that is equal to or greater than the graduation rate for the district's total student population.

Standard 1: A district will increase its graduation rate of vocational education participants by a factor of 1.05 over each preceding year's rate until a ninety-five percent graduation rate is met.

The standard was selected based on a realistic increase over current data.

- **Ratio standard for graduation rates (vocational population to district's student population)**
- **Annual improvement until the district reaches the absolute standard of ninety-five percent**

ALABAMA—SECONDARY PLACEMENT

Measure: Placement.

Standard: Annual improvement in placement rates. Using placement records of occupational preparatory students for school year 1991-1992 as a base, the placement percentage of vocational completers will improve each year until it reaches or exceeds sixty percent computed on weighted values:

In-field employment	=	1.00	Construction graduate goes to work in construction.
Related employment	=	0.75	Construction graduate takes job in building supply store.
Nonrelated employment	=	0.50	Construction graduate takes job in fast food.
Part-time in-field	=	0.50	
Part-time nonrelated	=	0.25	
Unemployed	=	0.00	
No information available	=	0.00	
Further related education (including Tech Prep)	=	1.00	Construction graduate enrolled in residential electricity.
Further nonrelated education	=	0.75	Construction graduate enrolled in nursing program.
Military	=	1.00	

Adjustments: (1) Decrease as a result of increase in unemployment or shifts in job demand and (2) students with disabilities placed in job preparation service is a weight of 1.00.

Completers with Disabilities:

In-field or related education or employment	=	2.00
Non-traditional completer in-field employment	=	2.00

- **Annual improvement in placement rates with weighted values**
- **Program gain until program reaches absolute standard**

KENTUCKY—SECONDARY/POSTSECONDARY PLACEMENT

Standard: The placement rate for students completing vocational-technical programs will increase five percent each year until it reaches ninety percent (1991-1992 is the base year).

Measure: Students make a successful transition to additional training or education, the military, or work.

Suggested Documentation: (1) initial follow-up of vocational-technical students and (2) follow-up data.

- **Measuring program gain until the program reaches the absolute standard**
- **Annual improvement in placement**

MASSACHUSETTS—POSTSECONDARY PLACEMENT RATES

Measure: Placement rates.

Purpose: To measure the effectiveness of the service provider's education program and the school-to-work transition services.

Standard 1: At least ninety percent of program graduates will be placed within four months of graduation in a job related to the occupation of study, in the military, or in a postsecondary education program.

Standard 2: Service providers must achieve at least a sixty-five percent response rate for placement report.

Notation: Although community colleges have placement offices, with minor exceptions, these institutions do not compile data on placement. However, data is available on the one-year follow-up of Chapter 74 postsecondary program completers, and this standard is a statement of the expectation that graduates of community college career programs will achieve similar placement results.

- **Absolute standard for placement rates of program graduates (90%) as well as a standard for response rate (65%)**

NORTH CAROLINA—SECONDARY TRANSITION/PLACEMENT

Measure 1: Transition.

Standard 1.1: The LEA's unemployment rate for vocational education completers of skills-related job programs will be lower than the county's youth unemployment rate.

Standard 1.2: By 1996 all vocational education enrollees, grades nine through twelve, will have a career development plan on file that includes vocational and academic courses appropriate for a designated career objective. The following will be phased in: 1992-1993, seventy percent of vocational education enrollees; 1993-1994, eighty percent; and 1994-1995, ninety percent.

Measure 2: Placement.

Standard 2.1: A minimum of seventy percent of vocational education completers will enter further training or education, including that received in the military.

Standard 2.2: A minimum of seventy-five percent of vocational education completers will indicate that they enrolled in vocational education because the courses were related to their career objective.

Standard 2.3: A minimum of seventy percent of vocational education completers of job skills programs who are employed full-time will be employed in jobs related to their vocational program.

- **Increase in absolute standard for transition rate to be phased in**
- **Measuring unemployment rate of program completers compared with county's youth unemployment rate**
- **Absolute standard for placement rates (70%)**

ILLINOIS—SECONDARY/POSTSECONDARY EMPLOYMENT RETENTION

Secondary
Student Outcome: Employment outcomes.

Measure: Employment retention (employed in the second and sixth quarters following high school graduation).

Standard: Continuous employment for six quarters following high school graduation.

Local Performance Goals: ____ percent of all program completers who are employed in the second and sixth quarters following high school graduation.

Data Source: Employment Tracking System (UI) and statewide survey.

Implementation: 1993-1994.

Postsecondary
Student Outcome: Employment outcomes.

Measure: Employment retention (employed in the third and fourth quarters after program completion).

Standard: Continuous employment for four quarters after program completion.

Local Performance Goals: ____ percent of program completers employed in the third and fourth quarters.

Data Sources: Employment Tracking System (UI), Postsecondary Shared Data System, and statewide survey.

Implementation: 1992-1993.

- **Absolute standard for employment retention**
- **Local schools/institutions have their own local performance goals**

MAINE—SECONDARY/POSTSECONDARY PLACEMENT STATUS

Entry Wage Differential Advanced Placement Status
Measure 1: Four- to six-month follow-up wage and status statistics.

Standard 1: Successful completers of occupational preparation and technical education programs for those occupations for which formal training is a preferred but not mandatory prerequisite should enjoy a measurable wage differential or advanced placement status (or hiring advantage) relative to entry-level workers without comparable training.

Method: Individual four- to six-month follow-up reports (or employer surveys) should be used to determine the earnings and placement status of occupational preparation and technical education completers.

Scope: Selected occupational preparation and technical education programs.

Three-Year Positive Change of Status
Measure 2: Three-year follow-up wage and status statistics.

Standard 2: During the three-year follow-up period, at least seventy-five percent of successful completers of vocational education programs who enter the labor market upon graduation should experience a positive change in employment status in one or more of the following respects: (1) increased hours of work, (2) increased wages or earnings, (3) increased responsibilities within a single job, or (4) job promotion or other career advancement.

Method: Individual four- to six-month and three-year follow-up reports should be used to determine earnings and placement status. However, implementation of this standard will be deferred pending a departmental review of the feasibility of the measurement and the appropriateness of the time frame.

Scope: Occupational preparation, technical education, and career preparation.

- **Ratio standard of trained entry-level workers to untrained workers**
- **Student gain—positive change in employment status**

WEST VIRGINIA—SECONDARY EMPLOYER/STUDENT SATISFACTION

Measure 1: All employers who employ occupational program completers will have the opportunity to evaluate their job performance within one year of employment using a state-adopted employer survey instrument.

Standard 2: Eighty percent of employers will respond to the survey. The average employee rating will be three or more on a four-point Likert scale for each occupational program.

Reporting: Report average ratings to the state beginning in May 1993. The completed survey forms will be maintained in the LEA for five years or until audited.

Measure 2: All students prior to completing a vocational program or course will have the opportunity to evaluate the quality and effectiveness of the instructional offering using a state-adopted student survey instrument.

Standard 2: The average student rating will be three or more on a four-point Likert scale for each program.

Reporting: Report average program ratings to the state beginning in May 1993.

- **Absolute standard for response rate and rating of Likert scale**

Special Populations

COLORADO—SECONDARY/POSTSECONDARY
SPECIAL POPULATIONS
EQUAL ACCESS—SEX/ETHNICITY EQUITY

Sex/Ethnicity Equity
Measure: Disaggregation of data collected for measures one through seven and of program enrollment data by sex and ethnicity.

Standards: Any observed unfavorable gender or ethnic differences in attainment of all of Colorado's measures and standards or in program enrollment will steadily diminish.

1. All measures and standards will apply equally to both sexes and to all ethnic groups.
2. Wherever a group is underrepresented, each agency will specify a self-defined target participation rate at least five percent above its 1991-1992 baseline or a rate proportional to the group's representation in the school population, whichever is less.

Equal Access for Special Populations
Measure: Disaggregation of data collected for all measures and standards and of program enrollment data by special populations categories.

Standards:

1. All measures and standards will apply equally to members of special populations.
2. The proportion of special populations learners enrolled in Vocational Adult Technical Education (VATE) programs will steadily increase. Each Educational Region (ER) will specify a self-defined target learner participation rate for VATE special populations at least five percent above its 1991-1992 baseline rate or in proportion to their representation in the school population, whichever is less.

- **The performance of special populations will be disaggregated for each measure and standard based on sex, ethnicity, and special population categories**

MICHIGAN—SECONDARY
ENROLLMENT/COMPLETION/PLACEMENT

Standards/Measures:

1. The percentage of special populations students *enrolled* in vocational-technical programs will be equal to or greater than the percentage of special populations students in the total ninth through twelfth grade high school population.
2. The percentage of special populations students *completing* vocational-technical programs will be equal to or greater than the percentage of nonspecial populations students completing vocational-technical programs.
3. The percentage of special populations students *placed* will be equal to or greater than the percentage of nonspecial populations students who are placed.
4. One hundred percent of special populations students will have a written rehabilitation plan, educational/employability development plan, or other appropriate educational plan.
5. An incentive will be presented to those secondary Vocational Technical Education (VTE) regions where the percentage of special populations *completing* VTE programs is greater than the percentage of nonspecial populations students completing VTE programs.

- **Ratio standard for special populations in enrollment, completion, and placement**
- **Special populations will have a written rehabilitation plan**
- **Incentive to be developed**

IDAHO—POSTSECONDARY
SPECIAL POPULATIONS
GRADE POINT AVERAGE/COMPLETION

Measure 1: GPA and persistence of special population vocational-technical students in required academic (communication and math) courses.

Level: Approved "full-time" preparatory programs/clusters offered by an institution.

Scope: All special population students enrolled in the various vocational-technical programs offered by each institution.

Standard 1: The GPA of special population students in required academic courses, along with their persistence in those courses, will not differ from the corresponding percentage of GPAs over 2.00 and persistence rates observed for the at-large population of vocational-technical students being served by the institution.

Adjustments: These standards may be adjusted for individual students based on expectations and related occupational plans or associated program adaptations as well as extremely small numbers of special population students.

Procedures: At the end of each academic year, the credits enrolled in, credits earned, and associated GPAs for required and advanced academic courses for special population students in different vocational-technical programs will be calculated, and these measures, as contrasted with the corresponding measures for all students in the institution, will be evaluated.

Measure 2: Percentage of special population students who complete their vocational-technical programs, compared with the comparable percentage for the institution's overall population.

Level: Institution.

Scope: All vocational-technical students who are members of special population groups served by an institution.

Standard 2: The percentage of students from special populations who complete the vocational-technical programs in which they enroll will be equal to the percentage of students served by the institution who complete their respective programs of study.

Adjustments: The standards may be adjusted for programs that involve extraordinarily large numbers of special population students.

Procedures: The number of special population students will be determined from biographical information obtained by the institution through a pre-entry background screening. The short-term training courses in which those students enroll, along with their completion status, will be maintained as part of the institution's tracking system and will be used to calculate the required percentages (for special population students and the school's population at-large).

• **Ratio standard of vocational-technical students compared to the general population**

Examples of Incentives and/or Adjustments

KENTUCKY—SECONDARY/POSTSECONDARY WEIGHTING PLACEMENT RATES

Placement Rates

SECONDARY	Regular weight of 1.0 for related employment Regular weight of 1.0 for continuing education Regular weight of 1.0 for nonrelated employment
Students with disability or in corrections programs:	Weight of 2.0 for related employment Weight of 2.0 for continuing education Weight of 2.0 for nonrelated employment
Nontraditional	Weight of 2.0 for related employment Weight of 2.0 for continuing education Weight of 1.0 for nonrelated employment
POSTSECONDARY	Regular weight of 1.0 for related employment Regular weight of 1.0 for continuing education Regular weight of .75 for nonrelated employment
Students with disability or in corrections program:	Weight of 2.0 for related employment Weight of 2.0 for continuing education Weight of 1.5 for nonrelated employment
Nontraditional	Weight of 2.0 for related employment Weight of 2.0 for continuing education Weight of .75 for nonrelated employment

- **Weighing for placement rates**

CALIFORNIA—POSTSECONDARY INCENTIVE FOR SERVICE TO SPECIAL POPULATIONS

Special Population Incentive To Be Phased In: If a college meets or exceeds a standard, they will get preference points when applying for special project grants.

- **Incentive for institution**

SOUTH CAROLINA—SECONDARY
INCENTIVES AND ADJUSTMENTS FOR SPECIAL POPULATIONS

Implementation of Requirement: All LEAs have flexibility in choosing which incentives/adjustments are appropriate for their specific situations. They may choose one of the following:

- Providing inservice training for teachers of special population students to provide them with information relative to prerequisites for courses of occupational education.
- Providing inservice training for teachers of occupation education courses to enable them to gain an understanding of how to teach special population students.
- Scheduling adequate coordination time for teachers of occupational education, teachers of students with disabilities, and academic teachers who teach students with disabilities to meet on a periodic basis to plan the progress of the students with disabilities.
- Making necessary adjustments to the occupational education curriculum to enable the special population students to succeed (e.g., modified or specially designed instruction for students with disabilities).
- Incorporating a consulting teacher model with the teacher of students with disabilities serving as the consulting teacher to occupational teachers.
- Developing a preoccupational/exploratory course at a presecondary level (where one does not currently exist) to enable all special population students to receive hands-on experience in a variety of occupation course offerings.
- Arranging for nontraditional role models, both male and female, to provide job-shadowing experiences and opportunities, to speak at career fairs or classrooms, or to be mentors.
- Providing additional resource personnel and materials.
- Providing child-care services for economically disadvantaged students.
- Providing equipment modification as needed.
- Providing additional instructional aids/devices as needed.
- Providing special counseling services such as counseling to facilitate transition from school to postschool employment and opportunities.
- Subsidizing lab fees for economically disadvantaged students.
- Providing information no later than the beginning of the ninth grade to special populations and their parents concerning opportunities available in occupational education, eligibility requirements for enrollment, specific courses/programs available, employment opportunities, placement rates, and special services such as guidance and counseling.
- Using uniquely developed incentives or methods of adjustments that are locally appropriate.

Method for Monitoring Compliance: Each LEA will identify (checklist) the incentives/adjustments that are being implemented to encourage service to targeted groups or special populations in the annual *Local Occupational Education Progress Report.* In addition, compliance with this requirement will be monitored though the local Occupational Education Program Evaluation process (20% of LEAs currently participate each year) through a narrative describing incentives/adjustments used and how this has affected service to the special populations.

• **Specific incentives/adjustments from which locals may choose**

MONTANA—SECONDARY/POSTSECONDARY INCENTIVES FOR SPECIAL POPULATIONS

Most-Improved Programs: Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.

*Monetary Incentives**: In the second and third years of the application period, additional funds will be allocated according to federal formula to the top ten programs identified above.

Measurement: Report numbers of special population members by group and show increase over baseline number served by group.

*Subject to approval by the U.S. Department of Education, may use up to six percent of the formula-allocated funds to provide incentives.

• **Recognition incentive as well as possible monetary incentive**

Procedures for Using Existing Resources and Methods Developed in Other Programs Receiving Federal Assistance

Two states created a process measure and standard specifically to emphasize the coordination requirement.

ARIZONA—POSTSECONDARY DEMONSTRATE COORDINATION

Measure: Demonstrate use of resources and methods developed in other federal assistance programs.

Standard: All districts will document resource utilization and methods developed in other programs receiving federal assistance.

Cohort Group: All districts receiving Basic Grant funding.

KENTUCKY—SECONDARY/POSTSECONDARY DOCUMENT COORDINATION

Standard 6: Collaboration exists between vocational-technical education and other federal programs to promote and facilitate the provision of programs, services, and activities for special populations.

Measure 6: Written documentation exists for site coordination between vocational-technical education and other federal programs.

Suggested Documentation:
(1) Collaborative programs, services, and activities are identified and operational, including JTPA, Chapter 1, and community-based organizations and (2) formal documentation exists for site coordination.

FURTHER DEVELOPMENT OF STATES' SYSTEMS

The states have made substantial progress in developing the accountability systems required by Perkins II. All states have developed systems that seek to implement the minimum requirements set forth in the law, and most go well beyond the legislation's minimum specifications. Nevertheless, much work remains to be done. To more fully realize the primary purpose of these accountability requirements—program improvement—the states will need to monitor progress with implementation and continue to modify and refine their performance measures and standards. From this review of state plans, it is apparent that at least three areas will need special attention: (1) determining appropriate standards that validly reflect requirements for success in the labor force or further education, (2) improving the capacity of these systems to monitor the progress of members of special populations, and (3) providing technical assistance to locals on effective implementation and use of measures and standards to improve vocational education offerings.

The long-term success of performance measures and standards for vocational education will also depend on several other activities. First, the federal government needs to clarify some of the language and procedures affecting the design, implementation, and use of accountability systems. The U.S. Department of Education should also develop clearer reporting requirements and continue to provide opportunities for states to exchange information and share their experiences with measures and standards. Second, important developmental work remains to be done. For example, better assessment practices are needed and work on industry standards must be integrated into the accountability systems. Third, the impact of measures and standards at the local level will need careful assessment. This final section elaborates on some of the steps that will be necessary to ensure that measures and standards have the desired effects on secondary and postsecondary vocational education programs.

Future State Actions

Setting Standards

Most states do not yet have valid standards. Some states have postponed setting standards until baseline data collected during the first year of implementation (1992-1993)

can be analyzed. Others have set initial standards based on statewide averages or judgments about appropriate levels of performance, but these standards as yet have little or no justification in terms of recognizable requirements of the workplace or further education and training programs. Still other states have left the specification of standards to locals and have yet to determine the appropriateness of local choices. A few states are undertaking major studies of industry standards that will eventually be incorporated into their accountability systems. In short, while virtually all states have successfully identified and defined performance measures for vocational education, relatively few have yet determined appropriate standards for performance on these measures. Setting standards will be a major activity for most states as they continue to monitor and modify their accountability systems.

Special Populations

A major emphasis in Perkins II is promoting access for special populations in quality vocational programs and ensuring that these individuals have successful program experiences. In almost every state, more work needs to be done in measuring the performance of special populations. For example, many states are not able to disaggregate the performance of *each* special population for each measure and standard in their system. Additionally, states claim that local recipients have made programmatic adjustments, but few states indicate that they have methods for evaluating their success.

One reason for this shortcoming is that many states have just recently completed developing their measures and standards and therefore are only beginning to focus on incentives and adjustments for special populations. Additionally, many states are struggling with data issues such as identifying the economically disadvantaged. Given the heavy emphasis on special populations in Perkins II, this area is one that deserves considerably more attention as states enter the next stage of development.

Technical Assistance to the Locals

Now that states have developed systems of performance measures and standards, state-level administrators are trying to make them operational by informing vocational administrators in schools and institutions about how the systems actually work and by training staff to use them. States are in the process of designing reporting forms, software programs, and implementation guidebooks. Because it is often difficult to communicate the

requirements of these systems to those who will actually be involved in implementation, much technical assistance will be needed. Toward this end, states are developing reporting formats at various levels to report data to students, programs, schools and institutions, and the states themselves. However, developing guidebooks that teach vocational administrators how to collect and use the data in order to improve their state's program will take time. In the area of technical assistance, smaller states—where state-level administrators communicate weekly with vocational administrators and can visit all schools and institutions—appear to have the advantage over larger ones. However, in the larger states, consortium or county structures may help disseminate information and create training opportunities. In short, all states will be trying to find ways to help locals shift from a process-based approach to one that is based on outcomes and to use the performance data to manage programs.

Future Federal Actions

Clarity on Competency Gains

Although Perkins II requires that *competency gains* be measured, it does not specify what this term encompasses. Thus, the U.S. Department of Education must clarify whether states are to measure basic and advanced *occupational* and *academic competency gains*. It also must address the following questions: Is course completion as acceptable a measure of gain as a pretest/posttest? Are states required to separate basic and advanced academic skills and measure each one separately? If so, what constitutes a measure of "basic" skills versus "more advanced" skills? As their systems continue to evolve, states will need specific answers to these questions.

Clarity of Reporting Requirements

Additionally, states will need information on how the U.S. Department of Education would like them to report their performance data. Currently, they are developing reporting formats for a wide range of audiences—communities, schools and institutions, counties, states, and the federal government. One question that should be addressed is whether the federal government should develop a reporting format for use by all fifty states.

Forums for State Discussion

Because states learn more when they can share information with other states that have similar education governance structures, data systems, and assessment policies, they need more opportunities to exchange information on their systems of performance measures and standards. That is, states need to share their problems and successes with one another as their systems continue to evolve. The federal government should provide forums where state-level administrators can meet to resolve issues concerning the operation of their systems of performance measures and standards.

Future Research and Development

Assessment

Research and development efforts are needed to create assessment strategies for the attainment of occupational and academic skills. So far, the lack of valid assessment instruments has affected what states have included in their accountability systems, especially in the area of occupational gains. Furthermore, methods of assessing programs that integrate vocational and academic education are needed, and these assessments should be tested for reliability and validity. Although performance and authentic assessment instruments offer hopeful solutions, much more development work is needed.

Additionally, the policy/research community could assist states in selecting assessment instruments by providing information about the various instruments that are currently available. At the present time, many states have a difficult time sorting out whether to choose one assessment tool over another because they lack important product information.

Industry Skills

At the same time that the U.S. Departments of Labor and Education are developing industry skill standards, some states are creating their own skill standards. Eventually, this research should better inform the setting of performance standards. It is important in the early stages of both efforts—the development of industry skill standards and of performance measures and standards—that research be conducted on how best to merge these two separate activities.

Adult Vocational Education Programs

Although Perkins II did not require states to measure the effectiveness of adult vocational education programs, the final regulations did add this requirement. As the final regulation in Section (b) 403.201 states, "Each State Board receiving funds under the Act shall develop and implement a statewide system of core standards and measures of performance for secondary, postsecondary, and *adult* [emphasis added] vocational education programs."

Since adult vocational education programs were included in the regulations very late in the development process, it is not yet clear how all states will apply their systems to adult vocational education programs. However, a few states have already created systems for secondary, postsecondary, and adult vocational education programs.

Those states with one system apply it to secondary, postsecondary, and adult vocational education programs. For those states with two systems of measures and standards, it is not always clear whether the adult vocational programs are being evaluated under secondary or postsecondary vocational education programs. Therefore, research is needed to determine how adult vocational education programs are being evaluated under states' current systems of performance measures and standards.

Local Impact

Are performance measures and standards making a difference at the local level? Although this question is an essential one, it is not easy to answer. In fact, it may take several years before states' accountability systems begin to improve programs at the local level. Technical assistance plans, monitoring practices, reporting formats, and other local training tools will all influence the effectiveness of each state's system. Much research is needed in these areas of implementation to determine the ultimate effect of states' systems on schools and institutions and to answer the following questions:

- What types of technical assistance work best under what conditions?
- How does a state's governance structure affect implementation?
- How does a state's size affect technical assistance?
- Are some states taking a compliance approach with local recipients, while others are using a program improvement approach?

States will need answers to these questions to continually improve their systems.

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APPENDIX

This appendix contains a description of each state's system of performance measures and standards at both the secondary and postsecondary level. In order to preserve the original documentation that each state sent us, we have not standardized or changed the language in these descriptions. Only some minor editing and formatting was done for the sake of consistency. This comprehensive appendix is intended to provide the reader with an overall picture of the range of the fifty state systems for accountability in vocational education, as well as demonstrate the specific ways in which each state has chosen to interpret the requirements set forth in the Perkins Act of 1990.

ALABAMA

Secondary Measures and Standards

Contact: Ernest Shubird, Coordinator of Adult Vocational Programs (205) 242-9108

Educational Achievement

Measure 1: High school retention/graduation rate of vocational completers

Standard 1: Annual improvement in percentages (1991-92 first year base)

Adjustments: Factors such as changing social conditions, sudden shifts in student population, economic decline or unusual enrollment due to program changes. Special Education students who receive certificates of completion may be counted as graduates for the purposes of this standard.

Measure 2: Percentage of vocational students passing high school graduation examination

Standard 2: Annual improvement in percentages passing (until reaches or exceeds a passing percentage of 95%)

Adjustments: Same as above

Occupational Achievement

Measure 3: End-of-Program Occupational Competency Test (including related academics)

Standard 3: Annual improvement in average scores (average scores on available tests for school year 1993-94 as the base for the first year), increase each year until an average of 70% mastery on a comprehensive test is reached and maintained for each occupational program conducted.

Adjustments/Assessment Instrument: Statewide standard tests will be used when developed or acquired. Local tests may be substituted, subject to SDE approval, until standard tests are available. Special Education students may be exempt from this measure.

Measure 4: Placement

Standard 4: Annual improvement in placement rates. Using placement records of occupational preparatory students for school year 1991-92 as base, the placement percentage of vocational completers will improve each year until it reaches or exceeds 60% computed on weighted values:

In-field employment =	1.00 Construction graduate goes to work in construction
Related employment =	0.75 Construction graduate takes job in building supply store
Nonrelated employment =	0.50 Construction graduate takes job in fast food
Part time in-field =	0.50
Part time nonrelated =	0.25
Unemployed =	0.00
No information available =	0.00
Further related education = (including Tech Prep)	1.00 Construction graduate enrolled in residential electricity
Further nonrelated educ. =	0.75 Construction graduate enrolled in nursing program
Military =	1.00

Adjustments: (1) decrease because of increase in unemployment or shifts in job demand, (2) students with disabilities placed in job preparation service is a weight of 1.00.

Completers with Disabilities:

in-field or related education or employment	2.00
Non-traditional completer in-field employment	2.00

Personnel Utilization

Measure 5: Optimum Enrollment

Standard 5: Enrollment in under-enrolled classes will increase and/or enrollment in over-enrolled classes will decrease until all programs are within + or - 20% of the optimum ranges (using program enrollment data for school year 1991-92 as the base) Optimum ranges are 15–20 per period or 15–25 per period depending on industry.

Adjustments: (1) Cooperative Education 30-35 employed students per teacher; (2) student with disability who requires specialized services count as 2; (3) Each non-traditional student counts as 1.5.

Measure 6: Teacher/Coordinator Work Loads

Standard 6: Optimum Work Loads

Full time teachers: 6-period day—5 period vocational duties/1 period planning
7-period day—6 periods vocational duties/1 period planning
Coop. Ed coordinator: 6-period day—3 periods related vocational instruction
7-period day—4 periods related vocational instruction

Adjustment: Vocational personnel should participate in routine nonteaching duties required of all other teachers in the respective school.

Measure 7: Curriculum and Instruction

Standard 7: With a local assessment made during school year 1992-93 as the base, the number of programs having the Alabama Performance-Based Accreditation features should increase by at least 20% each year until all programs have them.

Definitions

Vocational Completer: A completer is a student who, upon graduation, has completed the series of approved courses for an occupational objective in accordance with a personal education plan and the respective state course of study.

Non-Traditional Student: A non-traditional program for males is one where female enrollments are 75.1 to 100 percent of all students enrolled. A non-traditional program for females is one where male enrollments are 75.1 to 100 percent of all students enrolled.

Special Populations

For Adjustments: See above. Incentives for recipients are in the weighting for special populations in the standards.

Local Modification

Requests for modifications go directly to the State Department of Vocational Education. Most modifications in the first year will be in reference to the End-of-Program Occupational Competency Test. The State is trying to adopt assessment instruments from V-TECS, but this year is a problem. This year the locals will be choosing tests until there are Statewide tests.

Implementation

The local agency will report their data to the State. For example--placement--the local will weigh there placement rates by the above scale and then report their placement percentage to the State.

The State still does not know if performance measures and standards will apply to all programs or just federal recipients. Dr. Franks, State Director, is pushing for all programs.

The State has kept local administrators involved and informed of the entire development process. As soon as the system is approved, the State will send out "instructions." The State plans to hold inservices before collection of data in the Spring.

Coordination

There was JTPA membership on the Committee of Practitioners.

Postsecondary Performance Measures and Standards

Contact: Ann Smith (205) 242-2900; Dept of Ed.—College System

Measure 1: Competency gains in academic skills

Standards 1:

(A) All students assessed with the ACT-ASSET or equivalent test before placement within AAS - AAT degree, certificate, or diploma occupational programs. Assessment in the following areas: reading, writing, math, sciences, oral communications, relating skills, creative thinking, problem solving, social sciences, general knowledge (Form B pre- and Form C post-).

(B) All students assessed with the ACT-ASSET or equivalent test after training in the AAS-AAT degree, certificate or diploma occupational programs. Assessment in the following areas: reading, writing, math, sciences, oral communications, relating skills, creative thinking, problem solving, social sciences, general knowledge.

Measure 2: Implementation of the "Workplace Readiness Skills" into all the occupational curricula for the state standards.

Standard 2:

(A) Acquire and implement the Agency for Instructional Technology(AIT) modules for each college in all occupational programs. The modules are problem solving, teamwork, and self-management (71 hours of skills). Each college buys a module kit.

(B) Involve business and industry as part of the technical curriculum development.

Measure 3: Retain students in college each quarter.

Standard 3:

(A) Establish a retention process at all 38 colleges.

1. Seven colleges will develop and pilot a retention model for the first year (summer).
2. After the pilot, all colleges will implement the retention model.

(B) Decrease the number of undeclared majors at each college by 3% per year.

Measure 4: Establish a systemwide placement system for analyzing student and program outcomes that is correlated with the program review process.

Standards 4:

(A) Determine percentage of program completers and leavers.
(B) Determine percentage of students placed in field of training.
(C) Determine percentage of students continuing education.
(D) Determine percentage of students entering the military.
(E) Link with the State Unemployment Service through student social security numbers to determine placements with industry.

Want to aggregate at the college and state level.

Special Populations

Nothing built into the system. Relying on the fact that the money is targeted at Special Populations anyway.

Local Modifications

This is a planning year. No modifications this year.

Implementation

Already held one workshop on performance measures and standards. Another will be held in February. Definitions to be developed. This system will apply to all programs. No coordination of JTPA or other.

ALASKA

Secondary Measures and Standards

Contact: Ed Obie, State Director of Vocational/Technical Education (907) 465-4685

General

Standard 1: All vocational/technical education curricula and instruction in secondary education agencies receiving assistance under provisions of the Carl D. Perkins Act shall be competency- or outcome-based and shall include lists of the appropriate "Job Specific Competencies" to be taught.

Measure 1: By the end of the FY 1994 school year all vocational/technical education courses submitted to the Department for approval shall be outcome- or competency-based and include job specific competency lists.

Standard 2: Students enrolled in vocational/technical programs assisted under the Act shall achieve mastery level in the job specific competencies identified for the courses.

Measure 2: By the end of the FY 1995 school year, each student enrolled in an approved vocational/technical program assisted under the Act shall demonstrate satisfactory competency gains in job specific competencies.

Standard 3: Prior to enrolling in the ninth grade, all students who are members of special populations and the parents and/or guardians of students who are members of special populations shall have been provided information concerning the availability of specific courses, vocational education programs, enrollment requirements, special services, employment opportunities and student placement. To the extent possible this information should be in a language and form that the parents and students understand.

Measure 3: Beginning with the FY 1993 school year all special population students and the parents and/or guardians of special populations students shall have received the following information prior to the students entering ninth grade. To the extent practicable, this information should be in a language and form that they understand.

This information should include the following:

A. The opportunities available in vocational/technical programs, including info regarding non-traditional careers.
B. eligibility requirements for enrollment in vocational/technical programs;
C. specific courses that are available in high school;
D. potential employment opportunities available upon completion of formal education; and
E. placement services.

Standard 4: Individuals requesting information concerning or seeking admission to vocational/technical education programs offered by the institution shall have access to the same information available to special populations.

Measure 4: Beginning with the FY 1993 school year, the information in section 3 above shall be available to each individual who requests information concerning or seeking admission to vocational/technical education programs offered by the institution.

Indicators: The following are suggested indicators to verify that the standards have been met.

A. District or school publications listing career education and/or vocational/technical curricular offerings;
B. Distribution of student handbooks covering the prescribed information to eighth grade students and their parents;
C. Individual conferences and/or interviews with eighth grade students and their parents;
D. Other appropriate services that provide students and their parents with sufficient information to make informed choices regarding careers in vocational education such as: career fairs; career information programs such as the Alaska Career Information System (AKCIS); and four year planning for students entering high school such as provided by "High School Planner."
E. Establishment of placement services that assist students and graduates in continuing their education, entering the military or gainful employment.

Special Population: All special population students, as defined by the Carl D. Perkins Act of 1990, shall receive appropriate assistance to successfully participate in all vocational/technical programs.

Academic Learning Gains

Basic Skills

Standard 5: All curricula in approved vocational/technical education programs shall be outcome/competency based and shall include appropriate instruction supporting, reinforcing, and enhancing mastery of those basic skills that are specific to each program.

Measure 5: By the end of the FY 1996 school year all vocational/technical education curricula submitted to the Department for approval shall include competencies and instruction supporting, reinforcing, and enhancing mastery of relevant basic skills.

Standard 6: Students enrolled in vocational/technical programs assisted under the Act shall make satisfactory progress* toward achieving mastery* of those basic skills that are specific to each program.

Measure 6: Each student enrolled in an approved vocational/technical course assisted under the Act, shall demonstrate satisfactory competency gains in basic skills and shall satisfactorily complete the course.

Indicators: The following are *suggested* indicators to verify that the standards have been met.

A. Result of standardized or competency-based testing that demonstrate satisfactory progress.
B. Lists of competencies from each approved vocational/technical course that includes instruction supporting, reinforcing, and enhancing mastery of relevant basic skills.

Special Populations: The proportion of special population students making satisfactory progress in achieving mastery of the basic academic skills (appropriate to their "Special Population" classification) in vocational/technical programs, will be similar to the proportion of other population students making satisfactory progress.

Advanced Skills

Standard 7: All curricula in approved vocational/technical education programs shall be competency-based and shall include appropriate advanced skills competencies and instruction supporting, reinforcing, and enhancing the development of advanced skills.

Measure 7: By the start of the 1996 school year all curricula in approved vocational/technical courses shall include competencies and instruction that supports, reinforces, and enhances the development of advanced skills.

Standard 8: Students enrolled in approved vocational/technical courses assisted under the Act shall make satisfactory progress in the development of advanced skills.

Measure 8: Students enrolled in approved vocational/technical programs receiving assistance under the Act shall demonstrate satisfactory progress in achieving advanced skills competencies as measured by:

A. Any instruments that are designed to measure higher order thinking/solving skills;
B. Standards by which students' work portfolios will be evaluated.

Indicators: The following are *suggested* indicators to verify that the standards have been met.

A. Lists of competencies from each approved vocational/technical curriculum that includes instruction supporting, reinforcing, and enhancing mastery of relevant advanced skills.
B. Results of testing that demonstrate satisfactory progress in achieving mastery of relevant advanced skills.
C. Authentic assessments such as students' portfolio evaluations that clearly demonstrate progress in achieving competency gains in relevant advanced skills.

Special Population: The proportion of special population students making satisfactory progress in achieving mastery of higher order thinking skills (appropriate to their "Special Population" classification) in vocational/technical will be similar to the proportion of other population students making satisfactory progress.

Pre-Employment Competencies

Standard 9: Pre-employment competencies* for the work place shall be integrated into vocational/technical program.

Measure 9: By the end of the FY 96 the vocational/technical education programs of participating districts shall include instruction in pre-employment competencies.

Standard 10: All students enrolled in vocational/technical programs shall demonstrate satisfactory progress in achieving mastery of the pre-employment competencies prior to graduation.

Measure 10: Each student completing an approved vocational/technical program assisted under the Act shall demonstrate satisfactory competency gains in pre-employment competencies.

Indicators: The following are *suggested* indicators to verify that the standards have been met.

A. Lists of competencies that include instruction in pre-employment skills.
B. Results of assessment that verify students achievement levels in pre-employment skill.

Special Populations: The proportion of special population students making satisfactory progress in achieving mastery of pre-employment competencies (appropriate to their "Special Population classification) in vocational/technical programs shall be similar to the proportion of other student populations making satisfactory progress.

Postsecondary Measures and Standards

Contact: Ed Obie, State Director of Vocational/Technical Education (907) 465-4685

Learning and Competency Gains—Basic/Advanced Academic Skills

Standard 1: All vocational/technical education curricula in approved vocational/technical education programs shall be outcome/competency based and shall include appropriate instruction supporting, reinforcing, and enhancing mastery of those "basic skills" that are specific to each program (and enhancing the development of advanced skills).

Basic Measure 1: By the end of the FY 1996 school year all vocational/technical education curriculum shall include competencies and instruction supporting, reinforcing, and enhancing mastery of relevant basic skills.

Standard 2: Students enrolled in vocational/technical programs assisted under the Act shall make satisfactory progress toward achieving mastery of those basic skills that are specific to each program in the development of advanced skills.

Basic Measure 2: Each student enrolled in an approved vocational/technical course assisted under the Act shall demonstrate satisfactory competency gains in basic skills and/or shall satisfactory complete the course.

Standard 3: All identified special population students will receive assistance commensurate with their needs to assure access and appropriate progress in their selected vocational/technical education program.

Indicators: (a) Course completion or (b) results of assessment that demonstrate satisfactory progress in achieving mastery of relevant basic skills.

Advanced Measure 3a: By the start of the 1996 school year, all curricula in approved vocational/technical courses shall include competencies and instruction that support, reinforce, and enhance the development of advanced skills.

Advanced Measure 3b: Students enrolled in approved vocational/technical programs receiving assistance under the Act shall demonstrate satisfactory progress in achieving skill competencies.

Indicators: (a) Course completion or (b) results of assessment that demonstrate satisfactory progress in achieving mastery of relevant advanced skills.

Measurement tool: This will be measured through the Vocational Education Program Assessment in the section that relate to a larger annual end of the year evaluation for all Perkins projects.

Standard 4: Placement into additional training or education, military service, or employment.

All students completing a coherent sequence of vocational/technical education courses shall have access to career planning and placement services; all identified special population students will receive assistance commensurate to their needs to assure appropriate career planning and placement services.

Measure 4: No later than the beginning of the FY 1994 school year, all students completing a vocational/technical education program will have access to: (1) assistance in career planning; (2) ready access to information regarding additional training, advanced education, military service, or employment upon graduation; and (3) placement assistance in accordance with the individual student's needs.

Indicator: Service provider information indicating that placement services are available to all vocational/technical program completers.

Both Secondary and Postsecondary

Special Populations

The performance of special populations will be disaggregated for each measure and standard. Access and placement will be measured. Adjustments will be made to standards for special populations.

Local Modifications

System of local modifications to be developed. No modifications this year.

Implementation

Performance Measures and Standard will only be used to evaluate institutions/programs that receive federal funds. Data is collected at the local level—strong local control.

ARIZONA

Secondary Measures and Standards

Contact: Charles Losh (602) 542-5282

Measure 1: Demonstrate competency gains, including student progress in the achievement of basic and more advanced academic skills.

Standard 1.1: All of the course completers who do not possess the identified skills at the beginning of the course/program will demonstrate gains in the achievement of the related basic academic skills associated with the course/program (local chooses an assessment instrument).

Adjustment: The student's course/program may be modified through an Individual Vocational Education Plan (IVEP).

Standard 1.2: All of the course completers who do not possess the identified skills at the beginning of the course/program will demonstrate gains in the achievement of the more advance academic skills associated with the course/program.

Adjustment: The student's course/program may be modified through an IVEP.

Measure 2: Demonstrate occupational competency attainment.

Standard 2.1: 80% of the course completers will demonstrate attainment of at least 80% of the occupational competencies/tasks associated with the course.

Assessment Instruments: The school identifies the competencies students are to master in each course and program. The school may utilize the state-validated competencies. Competencies for the program must be appropriately divided among courses.

Standard 2.2: 100% of the program completers will demonstrate attainment of at least 80% of the occupational competencies/tasks associated with the program.

Adjustment: The student's course/program may be modified through an IVEP.

Measure 3: Continue attending or complete secondary school.

Standard 3.1: 90% of the students who enroll in a course that is part of an approved vocational technological program will continue attending/complete secondary school.

NOTE: The "continue attending" rate may be adjusted for students identified as "at-risk," using the criteria identified in Powerful Stories, Positive Results, AZ At-Risk Project Report.

Measure 4: Placement into additional training or education, military service, or employment.

Standard 4.1: 90% of the students completing an approved vocational/technological program will be placed into additional training or education in an accredited private or public postsecondary institution, military service, or employment (related or unrelated).

Special Populations

Disabled (or Handicap), Academically or Economically Disadvantaged, potential Dropout; Limited English Proficient, sex bias, corrections (there is a list of definitions).

Local Modifications

"Local Education Agencies may request modifications to the prescribed core standards and measures. Upon approval of the State Board for Vocational and Technological Education, modifications to the core standards and measures may be made based on economic, geographic or demographic factors, or the characteristics or the populations to be served." No modifications for the first year of implementation (school year 1992-93) . State has a set procedure for later modification.

Implementation

AZ is evaluating all vocational programs. The focus on this entire system is local program improvement.

Local Evaluation Coordinator will select and train the Local Evaluation Teams (one for each program). The team will include: program teacher, business and industry representative, and special populations representative. The document "Implementing Arizona's Vocational Technological Education Performance Measures and Standards" provides instructions for each member. There are extensive forms where each member reviews each course in reference to the standard with key questions such as "what methods were used to determine gain?"

Performance Standards Local Evaluation Reports must be submitted to the AZ Department of Education no later than September 15th. Report tables, identical to the worksheets provided to the Local Evaluation Team members, are the required report format. A separate report, using the Arizona Department of Education Local Evaluation Report form, is to be submitted for each program at each school. The Local Evaluation Coordinator is responsible for synthesizing the team members' information into this report along with a Statement of Assurances signed by the three members, coordinator and principal. If a program does not meet one or more of the standards, a Local Improvement Plan must be filed with the Local Evaluation Report.

Attainment of standards and measures: "approved program."

Failure to attain: Local Program Improvement Plan with prescribed format, methodology, and developmental timeline.

Operating under provisions of a Local Program Improvement Plan: "provisionally approved."

If the LEA does not attain standards and measures for two successive years: joint plan and designated as "Joint Plan approved 1-3."

If does not attain for 3 or 4 successive years: continue to work under joint plan with State until programs fulfills for more than one year.

If does not attain for 5 years: "not approved."

Extensive plan with definitions. Based on local control and program review and improvement.

Postsecondary Performance Measures and Standards

Contact: Gordon Hall (602) 255-4037 fax (602) 279-3464

Measure 1: Demonstrate competency gains, including student progress in the achievement of basic and more advanced academic skills.

Standard 1.1: Each postsecondary/adult student completing an occupational program will achieve basic academic proficiency as required for the chosen program.

Standard 1.2: Each postsecondary/adult student completing an occupational program will achieve the advanced academic skill levels required for the chosen program.

Cohort Group: The initial cohort will be the student population that will be tracked by the colleges to meet federal "right-to-know" disclosure requirements—first time, full-time students entering each fall declaring an intent to complete occupational degree program or certificate program.

Measure 2: Demonstrate occupational competency attainment.

Standard 2: Each postsecondary/adult student completing an occupational program will demonstrate attainment of the occupational competencies required for the chosen program. (List of tests program by program.)

Measure: 3 Placement of occupational program completers.

Standard 3: The percentage of cohort postsecondary/adult students who are placed into employment, transfer to higher education, progress to additional training, or enter military service will increase each year until the percentage meets the state designated standard (90%).

Measure 4: Incentives to encourage service to targeted groups or special populations.

Standard 4: Occupational programs will annually document progress in achieving equity in the areas of access, retention, and completion for students with special needs relative to other students. Individuals will be provided with needed services consistent with the Individual Vocational Education Plan (IVEP).

Cohort Group: Special population students in the annual fall cohort as identified by IVEPs.

Measure 5: Demonstrate use of resources and methods developed in other federal assistance programs.

Standard 5.: All districts will document utilization of resources and methods developed in other programs receiving Federal assistance.

Cohort Group: All districts receiving Basic Grant funding.

Special Populations

Standards include special populations (as defined by Carl Perkins Regulations) with achievement enhanced by provision of needed services identified in IVEPSs. Measures and Standard 4 requires documentation of progress in achieving equity for special population students. Comparison of progress in access, retention, and completion with regular enrollment in each program will be documented.

Local Modification

No local modification the first year. After first year, modifications as specified in Carl Perkins Regulations are allowed.

Implementation

Group in-service was provided prior to implementation of the process. Second in-service is scheduled for mid-point of the first year while evaluation is under way. Annual report due Sept 15 from all vocational programs in each college. A Local Improvement Plan must be filed on any program not meeting all the standards. State is implementing a new student data system that will include measures and standards.

ARKANSAS

Secondary Measures and Standards

Contact: Helen Leigh, Program Analyst, Dept. of Ed. (501) 682-1848 fax: (501) 682-1509

Academic Achievement —Basic and More Advance Academic Skills

Measure 1: Student gains in basic level academic courses (i.e., Applied Math I, Applied Biology/Chemistry I, Principles of Technology I, Applied Communications). Starts 1993-94.

Standard 1: Increase of student gains in basic skills (1994). CORDS Materials Pre-/Post-

Data Sources: Process to be developed.

Measure 2: Student gains in more advanced academic courses (i.e., Applied Math II, Applied Biology/Chemistry II, Principles of Technology II). Starts 1994-95.

Standard 2: Increase in student gains in more advanced academic skills (1995).

Data Sources: Process to be developed.

Educational Attainment: Vocational Enrollment, Tech Prep Program of Study Completions, Post-High School Activities of Students

Measures 3: Number of secondary students enrolled in one or more vocational courses. Starts 1992-93.

Standard 3: 60% or more of the total secondary school population will be enrolled in vocational courses (1993-94).

Data Sources: VSII forms to be revised.

Measure 4: Students completing a Tech Prep Program of Study. Starts 1992-93.

Standard 4: Increase in number of students completing a Tech Prep Program of Study (1998).

Data Sources: Process to be developed.

Measure 5: Vocational students entering postsecondary education, gaining employment, or enlisting in the military. Starts 1992-93.

Standard 5: Students enrolled in one or more vocational courses will enter postsecondary education, gain employment, or enlist in the military at a placement rate of not less than 80% (1994-95).

Data Source: Student follow-up system (VEDS system).

Competence: Tech Prep Common Core, Technical Specialty, Student Leadership Skills

Measure 6: Students completing the Tech Prep Common Core (i.e., Workplace Readiness, Personal/Family Life Skills, Career Orientation, Keyboarding, and Computer Technology). Starts 1992-93.

Standard 6: Increase in students completing the Tech Prep Common Core (1996).

Data Source: Process to be developed.

Measure 7: Students achieving mastery of technical specialty. Starts 1992-93 for selected occupational areas.

Standard 7: Increase in number of students achieving mastery of technical specialty (1993-94).

Data Source: Continued development of student competency testing (VTECS statewide; University of Arkansas).

Measure 8: Students developing leadership skills. Starts 1993-94.

Standard 8: Number of students participating in leadership development activities (i.e. officer training, community service, speaking to groups and organizations, teamwork, intergenerational and interpersonal communication, vocational preparation, competitive events, and state/national projects) through vocational student organizations (1996).

Data Source: Process to be developed.

Access and Equity: Special populations enrollment, Participation rate

Measure 9: Special populations enrolling in vocational education are proportionately representative of special populations enrolled in the school. Starts 1992-93.

Standard 9: Substantial progress is being made to enroll special populations in vocational education courses in proportion to special populations in the school (1994).

Data Source: Process to be developed.

Measure 10: Students enrolled in vocational courses compared to the total school enrollment reflect equity by race and gender. Starts 1992-93.

Standard 10: Enrollment in vocational courses indicated that substantial progress is being made in improving access to educational and occupational opportunities for all students (1992-93).

Data Source: VSII Forms to be revised.

Special Populations

This system has specific measures and standards for special populations regarding enrollment and participation rate. Data on special populations will be disaggregated.

Local Modifications

Local modifications are possible.

Implementation

Arkansas has been working with VTECS and the University of Arkansas for some time to implement a statewide system of measuring occupational competence. Arkansas still has the VEDS system. Tech Prep is an integral part of the performance measures and standards.

Postsecondary Measures and Standards

Contact: Karen Wheeler (501) 324-9300

Academic Achievement

Measure 1: Student progress in the achievement of basic and more advanced academic skills. Starts 1992-93.

A. Mastery of a basic skills proficiency requirement or completion of a basic skills course.

B. Completion of a vocational education or general education course leading to a certificate, degree, or diploma.

Standard 1.1: Of the vocational students who attempted to meet the basic skills proficiency, the percentage that meets the minimum standard, which will be determined from baseline year data for proficiency completion.

Standard 1.2: Of the vocational students who enrolled in basic skills courses, the percentages of students who were identified as successful course completers as compared to those enrolled will increase each year until the percentage meets the minimum standard, which will be determined from baseline year data for course completion.

Standard 1.3: Of the vocational students enrolled in a degree vocational education or general education course, the percentage of students who successfully completed degree courses to those enrolled in degree courses will increase each year to meet the minimum standard, which will be determined from baseline year data for course completion.

Data Sources: Student transcripts pre-post tests TABE or ABLE.

Retention

Measure 2:

A. The percentage of students enrolled in a vocational/technical education course who were identified as course completers (1992-93).

B. The percentage of vocational students who had a vocational major and completed all courses to satisfy the vocational/technical program requirements.

Standard 2.1: Of the vocational students enrolled in a vocational education course, the percentage of students identified as completing courses, as compared to those students enrolled, will increase each year until the percentage meets the minimum standard which will be determined from baseline year data for course retention.

Standard 2.2: Of the students who had a vocational major and attempted to complete the requirements necessary for completion of the major or vocational education program, the percentage who complete will increase each year to meet the minimum standard which will be determined by baseline year data.

Placement

Measure 3: The placement of students who enrolled in vocational/technical education and were placed or employed in the following: training-related employment, other employment, additional training or education, military.

Standard 3.1: Of the students who attended the college for vocational purposes, the percentages of students who are place into employment, transfer to higher level education, progress to additional training, or enter the military will increase each year until the percentage meets the minimum standard which will be determined by baseline year data for placement. Data will be gathered using an ADHE developed survey for employers and graduates.

Occupational Competency

Measure 4:

A: The percentage of vocational students who attended college to acquire an associate degree and earned an associate degree.

B: The percentage of vocational students who entered to obtain a license or certificate and received a license, program certificate, or external certification.

Standard 4.1: Of the vocational students who attended college to acquire an associate degree, the percentage of students earning an associate will increase each year until the percentage meets the minimum standard determined by the institution. Each institution will set a minimum standard for each vocational education program based upon historical and baseline year data of the percentage of students granted associate degrees in all program areas.

Standard 4.2: Of the vocational students who attended college for a license, program certificate or external certification, the percentage of students acquiring a license or certification will increase each year until the percentage meets a minimum standard, which will be determined by the institution. Each institution will set a minimum standard for each vocational education program based upon historical and baseline year data of the percentage of students granted certificates and/or licenses in all program areas.

CALIFORNIA

Secondary Measures and Standards

Contact: Susan Reese (916) 657-2532

Measure 1: Student progress in the achievement of basic and more advanced academic skills

(1992-93). Basic academic competency baseline data will be measured by the High School Performance Test which will yield individual student scores beginning at Grade 10. This measure will be given statewide in the spring of 1993. Each student's achievement level will be reported on a 6 point scale by the following categories: 6=exceptional; 5=commendable; 4=adequate; 3=some evidence of achievement; 2=limited evidence of achievement; 1=no evidence of achievement. Standards will be set in terms of the percentages of students who perform at "commendable and above" levels and at "adequate and above" levels. Optional reporting categories of the High School Performance Test will allow individual schools to request performance reports for sub-groups of the student population. This will enable each school to evaluate the degree to which the program is meeting the needs of special populations.

(1993-94) Refinement of High School Performance Test and reports identified for 1992-93; computation of growth target standards based on 1992-93 base year results.

(1994-95) Measures identified the previous years plus: The High School Performance Test (or some identified portions of the total exam) administered to all Grade 12 students enrolled in a Tech-Prep program. Academic growth will be established by matching individual students' Grade 10 with their Grade 12 scores. High School students will be encouraged to retake the High School Performance test to demonstrate increased levels of performance. Students electing to participate in Tech-Prep program sequences will be required to take the High School Performance Test in Grade 12 as one component of earning certification.

Standard 1: A high school can meet the standard for performance in one of two ways:

(1) Absolute Performance Standard: By scoring (percentage of students meeting performance standards) at or above the 75th percentile when compared to similar schools. OR

(2) Growth Standard: By showing improvement at a rate that meets or exceeds the state growth target. Growth is the change in the percentage of students meeting performance standards.

The High School Performance Test will be administered for the first time in 1992-93; 1992-93 will be the base year for establishing statewide targets for performance and school goals.

Comparison Group is determined by the following steps:

- A composite index representing student background factors is computed annually for each school. The index components are collected annually and include parent education level, the percentage of students with limited English-speaking ability, student mobility, and the percentage of students receiving assistance under AFDC.
- All schools are ranked form high to low on the basis of the current-year composite index.
- A school's comparison group consists of the 10 percent of schools ranked immediately above and the 10 percent ranked immediately below that school's location on the list of school rankings.
- For schools ranking in the top 10 percent statewide, the comparison group is the top 20 percent. For those schools ranking among the bottom 10 percent, the comparison group is the bottom 20 percent of schools.

Using this system a school's performance is reported in terms of a relative rank. To meet the absolute performance standard, a school's score must be at or above the 75th percentile (e.g., the relative rank must be equal to or greater than 75). The comparison group norms, or percentile ranks, will be frozen at the 92-93 base year level. All future year relative ranks (school percentile ranks within the comparison group) will be based on the 1992-93 values. Freezing the standards makes it possible to chart absolute progress.

The growth target will be set by reviewing the 1992-93 base year data to determine the value at the 75th percentile. The goal is for the state average to be at the 75th percentile six years from the base year. Thus growth targets are set at intervals to allow schools to assess whether they are making adequate progress toward meeting the state goal.

Measure 2: Competency, job work skill attainment
(1993-94) Occupational readiness measured by state career technical certification assessments in selected career clusters and reported in terms of the percentage of students earning certification. This aspect of measurement will be initiated in 1993-94 but will not be fully realized for several years. Certification assessments are being developed for a broad range of program majors in career fields. High schools will offer different sets of program majors. Overtime certification assessments will be available for most program majors offered by high schools.
(1994-95) Use of certification assessments for additional program majors.
Standard 2: Standard will be set when baseline date is available.

Measure 3: Retention (1992-93) Drop out complement rate
This measure has been part of the High School Performance Report for many years. The value reported for each high school is the complement of the school dropout rate, or the percentage of students who did not drop out, in grades 10 through 12 (100 minus the percentage dropping out). The dropout rate used to calculate the dropout complement is the three year derived rate, which is the estimated rate by which students who were enrolled at the beginning of grade 10 are likely to drop out during the following three years. The estimate is based on one year's dropout data and includes determining the number of enrolled at the beginning of grade 10, and reducing it by the number of grade 10 drop-outs. The reminder is then reduced by the number of grade 11 dropouts in the same year, and that reminder is reduced by the grade 12 dropouts. The derived rate is used in lieu of the actual rate because the calculation minimizes the effect of transiency.

Standard 3: The standard can be met in one of two ways:
(1) Absolute Performance Standard: Scoring at or above the 75th percentile when compared to similar schools. The comparison group norms are frozen at the level of the base year, 1986-87. OR
(2) Growth Standard: Improving the drop-out complement rate by 5 percentage points over the base year of 1986-87.
(1993-94) Measure identified the previous year plus:
Completion of program majors in career fields. It is intended that by 1993-94, local education agencies will have defined program majors in career fields to the extent that (1) students shall be enrolled in program majors, (2) program majors provide for the integration of academic and technical content and incorporate workplace learning experiences, and (3) that a system be in place to record student progress through the program major. Standards will be set when 1993-94 baseline data is available.

Measure 4: Placement (1992-93)
1. Placement intention data measured by Grade 12 student responses to a statewide survey about post high school intentions. Survey would probe plans to go to work, to further training in the occupational field for which the student has been preparing, to a community college or four year university, to the military or foreign service.
2. Placement information detailing progress of students from special populations who enter further training or employment will be reported per completion of the IEP when appropriate.
(1993-94) Refinement of collection and reporting mechanisms for all secondary groups.
(1994-95) Measures identified the previous years plus:
1. Placement information based on unemployment insurance information; military service; and public vocational training enrollment (if it is possible to establish a student record system with common identifier for student identification).
Standard 4: Standards for placement will be established when actual placement baseline data becomes available in 1994-95.

Special Populations

Measures sensitive to the need to increase the number of special populations to access, succeed, and be placed. Measures and standards will not penalize programs that are making a concerted effort in this area.

Access and accommodation must be given to disabled students and others in the special populations category.

Implementation

Standards are set at two levels: (1) absolute; and (2) value added gains or progress.

In the first required year of implementation (1992-1993) measures that are already in use or already developed shall be employed. At the secondary level additional assessment tools will be developed for the measures of performance which are to be phased in during 1993-94 and 1994-95 and added to existing systems for subsequent years.

The core measures and standards are defined separately for secondary programs and programs serving adults in community colleges, ROC/Ps, and Adult Schools. Since ROC/Ps also serve high school students it is necessary to clarify how the system of overall measures and standards will impact the ROC/Ps.

The VATEA requirement is that local districts who are recipients of Sec. 231 or 232 funds use the system to "evaluate the effectiveness of the program conducted with assistance under this Act." ROC/Ps provide vocational programs to high school students on the high school's behalf. However, the high school is responsible for the students' overall progress and achievement, and thus responsible for administration of the required state assessment measures for secondary school students and reporting results.

ROC/Ps that are recipients of Sec. 232 funds will be responsible for evaluating the effectiveness of their programs using the measures and standards defined for programs serving adults in community colleges, adult schools, and ROC/Ps.

Coordination

1. The accountability system will be built into emerging statewide accountability systems, processes, measures and reports. Local districts should not expect to cope with two separate systems. The newly developed system of core measures will strive for minimum data collection and reporting at the local level.

2. Senate Bill 662 for secondary schools and AB 1725 for community college institutions establish statewide systems for accountability. It is important to consider these pieces of legislation in order to avoid duplication yet guarantee alignment with state and federal legislative intent.

California Postsecondary, Adult, and ROP/C Measures and Standards

Contact: Susan Sargent, Chancellor's Office (916) 445-0486—Postsecondary

Susan Reese (916) 657-2532—Adult Education and Regional Occupational Programs/Centers

Academic Achievement

Measure 1: The percentage of vocational students who demonstrated gains in basic and/or advanced academic skills (reading, critical thinking skills, communication, and where applicable, math), as measured by one or more of the following:

Basic Academic Skills: (1) mastery of basic skills proficiency requirements; or (2) completion of a basic skills course; or (3) completion a nondegree applicable or noncredit.

Advanced Academic Skills: (1) completion of a vocational education course leading to a certificate, degree, or diploma; or (2) completion of a vocational education program; or (3) completion of a high school diploma or GED program, for students enrolled in adult schools.

Standard 1.1: Of the vocational students who enrolled in basic skills or nondegree applicable courses, the percentage of students who were identified as successful course completers, as compared to those enrolled will increase each year until the percentage meets the minimum standard, which will be determined by the statewide average for course completion.

Standard 1.2: Of the vocational students who attempted to meet the basic skills proficiency will increase each year until the percentage meets the minimum standard, which will be determined by the statewide average for proficiency completion.

Standard 1.3: Of the vocational students enrolled in a degree vocational education or general education course, or vocational education program, the percentage of students who successfully completed degree courses or programs to those enrolled in degree courses and/or programs will increase each year to meet the minimum standard, which will be determined by the statewide average for course completion and program completion.

Target Date: 1992-93.

For California Community Colleges, basic academic skills will be evaluated in nondegree applicable or noncredit courses. Advanced academic skills will be evaluated by the completion rate of students enrolled in degree applicable vocational courses. Definition for academic achievement (successful completion) - a student who received a grade of A, B, C, or CR on his/her transcript for that course at the end of the term.

Retention

Measure 2: The percentage of students who attended community colleges, adult schools or ROC/P (Adult) and enrolled in a vocational education course and were identified as course completers.

Target Date: 1992-93. *And/Or*

Measure 3: The percentage of vocational students who were previously enrolled in a beginning or intermediate vocational course and/or who had a vocational major and either: (1) progressed from a beginning course to an intermediate course; or (2) progressed from an intermediate course to an advanced course; or (3) met the requirement for vocational major; or (4) completed a vocational education program.

Target Date: Data collection 1992-93; Measure 1993-94.

For California Community Colleges, vocational programs will be evaluated based upon the percentage of students who are identified as course completers at the end of the term. Definition of retention - a student is retained in a class when the transcript shows a grade of A, B, C, D, or CR on the student's transcript at the end of the term.

Placement

Measure 4: The percentage of students who enrolled in vocational education at community colleges, adult schools or ROC/P (Adult) and were placed or employed in the following: (1) employment; or a) training-related employment; b) other employment; (2) additional training or education; or (3) military or foreign aid services.

Target Date: Pilot 1992-93; Measure 1993-94.

Occupational Competency

Measure 5: A. The percentage of vocational students who attended community colleges to acquire an AA/AS degree and earned an AA/AS degree. AND/OR B. The percentage of vocational students who attended community colleges, adult schools or ROC/P (Adult) to obtain a license or certificate and received a license, program certificate, or external certification.

For California Community Colleges, vocational programs will be evaluated according to the percentage of students who intended on completing a degree, certificate, or license and earned a degree, certificate, or license. Colleges may utilize one of two data sources: LMI/SFS or MIS. The decision for this selection will be based upon the usefulness of data as it related to student intent and the updating of student goals.

Special Populations

All measures shall include each of the special populations. Performance of special populations will be disaggregated for each measure and standard. The incentive to be recommended is that as a college meets or exceeds a standard they will get preference points when applying for special project grants.

Local Modifications

System to be developed.

Implementation

In the process of fine-tuning and developing accountability forms. There are six regions with a contact person for each region in the Chancellors Office. There is a fall and spring meeting for the Association for Occupational Educators which assists in information dissemination.

Coordination

JTPA standards were reviewed before decisions were made on performance measures and standards.

COLORADO

One System: Secondary and Postsecondary Measures and Standards

Contact: Gregory Smith (303) 620-4034

Achievement of Basic and Advanced Academic Skills

Measure 1: Locally selected assessments of foundational skills.* Competent workers in the high performance workplace need: (1) Basic Skills—reading, writing, arithmetic, and mathematics, speaking, and listening. (2) Thinking Skills—the ability to learn, reason, think creatively, make decisions, and solve problems. (3) Personal Qualities—Individual responsibility, self-esteem and self-management, sociability, and integrity. These skills correspond exactly to those contained in "Learning A Living: A Blueprint for High Performance—A SCANS Report For America 2000: Executive Summary," U.S. Department of Labor, 1992.

Standard 1: Vocational and Applied Technology Education (VATE) program completers will demonstrate basic skills, thinking skills, and personal qualities at levels sufficient for successful entry-level employment in their chosen occupations and continuing their education. For students for whom attainment of such levels is an unrealistic expectation within the time frame of their program participation, individualized goals, representing significant increase from baseline assessment, may be developed.

Attainment of General Occupational Skills

Measure 2: Locally selected assessments of workplace competencies.* Effective workers can productively use: (1) Resources—they know how to allocate time, money, materials, space, and staff. (2) Interpersonal skills—they can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds. (3) Information—they can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information. (4) Systems—they understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems. (5) Technology—they can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. These skills correspond exactly to those contained in "Learning A Living: A Blueprint for High Performance—A SCANS Report For America 2000: Executive Summary," U.S. Department of Labor, 1992.

Standard 2: Vocational and Applied Technology Education (VATE) program completers will demonstrate productive use of resources, interpersonal skills, information, systems, and technology at levels necessary for successful entry-level employment in their target occupations and industries and continuing their education. For students for whom attainment of such levels is an unrealistic expectation within the time frame of their program participation, individualized goals, representing significant increase from baseline assessment, may be developed.

Attainment of Specific Occupational Competencies

Measure 3: Locally selected assessments of competency attainment in the specific occupational cluster related to VATE training.

Standard 3: Vocational and Applied Technology Education (VATE) program completers will demonstrate at least the minimum occupational and industrial competencies and other prerequisites necessary for entry-level employment in their target occupations and industries and continuing their education. For students for whom attainment of such levels is an unrealistic expectation within the time frame of their program participation, individualized goals, representing significant increase from baseline assessment, may be developed.

Successful Program Persistence and Completion

Measure 4: Persistence in or completion of a defined vocational program.

Standard 4: VATE student persistence and completion rates will steadily improve. Each Eligible Recipient (ER) will specify a self-defined target VATE program persistence and completion rate at least 5 percent above its 1991-92 baseline rate or of 80 percent, whichever is less.

High School Graduation or Its Equivalent (Secondary Only)

Measure 5: Completion of secondary school or its equivalent.

Standard 5: VATE student high school completion rates will steadily improve. Each ER will specify a self-defined target VATE high school completion rate at least 5 percent above its 1991-92 baseline rate or of 90 percent, whichever is less.

Continuation of Education or Occupational Placement

Measure 6: Placement into additional training or education, military service, or employment.

Standard 6: VATE completer placement rates will steadily improve. Each ER will specify a self-defined target VATE placement rate at least 5 percent above its 1991-92 baseline rate or of 95 percent, whichever is less.

Client Satisfaction (Postsecondary Only)

Measure 7: Currently enrolled student, alumni (program completer), and employer satisfaction.

Standard 7: VATE client satisfaction rates will steadily improve. Each postsecondary ER will specify self-defined target VATE client satisfaction rates at least 5 percent above its 1992-93 baseline rate or of 90 percent, whichever is less.

Sex/Ethnicity Equity

Measure 8: Disaggregation of data collected for measures 1-7 and of program enrollment data by sex and ethnicity.

Standards 8: Any observed unfavorable gender or ethnic differences in attainment of standards 1-7 or in program enrollment will steadily diminish.

A. Standards 1-7 will apply equally to both sexes and to all ethnic groups.

B. Wherever a group is underrepresented, each ER will specify a self-defined target participation rate at least 5 percent above its 1991-92 baseline or a rate proportional to the group's representation in the school population, whichever is less.

Equal Access for Special Populations

Measure 9: Disaggregation of data collected for measures 1-8 and of program enrollment data by special populations categories.

Standards 9:

A. Standards 1-8 will apply equally to members of special populations except where specifically noted.

B. The proportion of special populations learners enrolled in VATE programs will steadily increase. Each ER will specify a self-defined target participation rate for VATE special populations learner participation rates at least 5 percent above its 1991-92 baseline rate or in proportion to their representation in the school population, whichever is less.

Special Populations/Local Modifications:

Procedures for Local Modifications and Adjustments:

A. Modifications to the nine statewide measures and standards of performance may be proposed based on local economic, geographic, or demographics factors.

B. Local modifications may include adjustments consistent with the unique or specific goals of programs designed to meet the needs of target groups or special populations.

C. Individualized standards may be developed for specific preparation programs for handicapped students who anticipate entry into a supported work or sheltered work environment, consistent with the goals of their individual education plans.

See above measures and standards specifically related to Special Populations. Measures and standards will apply to special populations, and data will be disaggregated for each special population.

Implementation

Colorado will be applying their system of performance measures and standards to all vocational education programs. Measures 1, 2, and 3 only apply to vocational completers. Therefore, for the most part, that eliminates most of adult education (most of adult education course takers do not complete a vocational program only courses).

In Measures 1, 2, and 3 local assessments are used in order to integrate with other state directives. Local districts must assess students for other reasons, therefore, local choice will not place another testing pressure on districts. In addition, Colorado has a long history of local control. In keeping with this tradition, the state has given local school districts much latitude with the selection of measures.

Schools and institutions must turn in an assessment plan by March 1st. Gregory Smith will analyze what states will be using to evaluate their students in regards to Measure 1, 2, and 3. Colorado has a student unit record data system that will include Measures 1, 2, and 3 in the aggregate.

Coordination

Before the development of performance measures and standards Gregory Smith extensively researched possibly coordination with JOBS and JTPA. He concluded that "both DSS (Department of Social Services) and GJTO (Governor's Training Office) standards are based solely on the number of eligible clients served. Their are no program or outcome-based criteria used." Thus, their standards were not relevant for the process of developing performance measures and standards.

However, JTPA 8% funds will be turned over to Colorado Community College System in FY 1994. The coordination between the two agencies is increasing.

CONNECTICUT

Secondary Measures and Standards

Contact: CT Department of Education, Valerie Dunn (203) 638-4060

Access

Measure 1: Vocational program information awareness.

Standard 1: A process is in place to inform all students prior to enrollment in the ninth grade of the full range of vocational education programs available in the comprehensive high schools, the regional vocational-technical schools and the regional agriculture centers.

Suggested Methods: Determine level of achievement through student/parent surveys, activity logs, review and distribution of publications, other.

Suggested Activities: Publications (brochures, newspaper advertisements, etc.); Radio/television spots; presentations; visitations; home communications; other.

Target: All eight graders

Nontraditional Enrollment

Measure 2: All vocational education programs foster the enrollment of males and females.

Standard 2: Each academic year, the number of students enrolled in vocational education courses considered nontraditional for their gender (See Definitions) shall increase in proportion to the number of students for which such programs are considered traditional.

Suggested Methods: Review annual enrollment data; survey/interview students, teachers and counselors; and evaluate special projects and activities.

Suggested Activities: Ongoing enrollment review; philosophy statements; implementation/action plan; special projects (role models, presentations, etc.) in-service activities; other.

Target: All students enrolled in vocational programs.

Vocational Education Program Access for Special Populations

Measure 3: Enrollment of special populations in vocational education programs.

Standard 3: The percentage of special needs students enrolled in each vocational education program will approximate the percentage of special needs students in the school population as a whole.

Suggested Methods: Review enrollment for course/program distribution and retention; survey students and parents; review the progress of students with handicapping conditions through an IEP process that includes both vocational and special education teachers.

Suggested Activities: Enrollment review; curriculum modification; inservice activities; physical plant adaptation; support services; recruitment activities; other.

Target: All special populations enrolled in vocational programs: academically and economically disadvantaged students, students with handicapping conditions, and students with limited English proficiency.

Placement

Measure 4: Placement of vocational program completers.

Standard 4: Beginning in the year 1992-93, there will be an annual improvement in the number of available vocational education program completers in postsecondary education or training; in military service; in jobs related to their education or training; and in jobs unrelated to their education or training.

Suggested Methods: Review graduate placement and relate findings to relevance of education, training, and labor market conditions. Use October enrollment/completer data.

Suggested Activities: Completer follow-up; employer surveys; other.

Target: All occupational and tech prep program completers: students who have completed a vocational program or a minimum of TWO high school vocational courses in a coherent sequence and no longer attend high school.

Labor Market Needs

Measure 5: Vocational education program relevancy to labor market and societal needs.

Standard 5: Within the next five years, all vocational education programs (grades 9-12) will be assessed. Such assessment should include a review of student and completer data, curricula, professional inservice needs, equipment, and labor market needs.

Suggested Methods: Vocational teachers, in cooperation with academic teachers, guidance counselors, administrators and employers, develop a plan and timeline for the evaluation of the vocational education program. Provide for the revision/elimination of programs and/or the development of new programs to meet the needs of the society and the projected needs and technologies of the labor market.

Suggested Activities: Educator-employer advisory committees; student data review ; labor market data review: curriculum review; curriculum revision/development; professional development activities review; professional development plan and activities; other.

Target: All vocational education program areas offered in the school system.

Learner Outcomes

Measure 6: Academic skills (basic): Connecticut Academic Performance Test

Standard 6: Beginning in 1993-94, the percentage of 10th-grade students in vocational programs who pass the 10th-grade Connecticut Academic Performance Test shall equal the percentage of students passing the 10th-grade Test in the school as a whole.

Target: All eligible 10th-grade students in credit-bearing vocational courses.

Measure 7: Academic skills (advanced): Connecticut's Common Core of Learning (CCCL)

Standard 7: The school system will integrate into the vocational curriculum the CCCL competencies (see attachments).

Suggested Methods: Students in vocational programs should have a portfolio that demonstrates accomplishment in the vocational, mathematics, science and communications skills described in the CCCL. Students who are enrolled in vocational programs will meet the local graduation requirements.

Target: All juniors and seniors enrolled in credit-bearing vocational courses.

Measure 8: Schools will teach employability skills.

Standard 8: Vocational students will acquire employability skills through one of the following curricula: (1) Employability skills integrated into vocational curricula: (2) Workplace Readiness (AIT)*; (3) Comprehensive Adult Student Assessment System (CASAS); (4) The World of Work (JTPA); and (5) The competencies identified in the SCANS Report.

Suggested Methods: Students enrolled in vocational programs will have a portfolio that demonstrates the acquisition of employability skills.

Target: All students in credit-bearing vocational courses.

*Note: Workplace Readiness is available through the State Department of Education. Contact Gregory Kane (638-4067)

Special Populations

Special Population Measures include nontraditional enrollment and enrollment in vocational education programs.

Connecticut Postsecondary Measures and Standards

Contact: Community-Technical Colleges, Waldemar Kostrzewa (203) 725-6617

Awareness of Vocational Programs

Measure 1: Vocational program awareness.

Standard 1: A process is in place to inform potential students of the full range of vocational education programs available in the community-technical college.

Suggested Methods: Determine level of achievement through student surveys, activity logs, review and distribution of publications, other.

Suggested Activities: Publications (semester bulletins, catalogs, brochures, newspaper ads, etc.), radio/television spots, presentations, visitations, career fairs, tech prep, program/course publicity, other communications.

Target: All high school and adult populations.

Enrollment in Nontraditional Occupations

Measure 2: Enrollment of males and females in nontraditional vocational education programs.

Standard 2: Each academic year, the proportion of students enrolled in vocational education courses considered nontraditional for their gender shall increase.

Suggested Methods: Review annual enrollment data over time; survey/interview students, teaches and counselors; and evaluate special projects and activities.

Suggested Activities: Gender equity projects, philosophy statements, implementation/action plan, special projects (role models, presentations, etc.), inservice activities, other.

Target: All students enrolled in the college.

Vocational Program Access for Special Populations

Measure 3: Enrollment of special populations in vocational education programs.

Standard 3: The percentage of special populations enrolled in each vocational education program will approximate the percentage of special populations in the college as a whole.

Suggested Methods: Review enrollment for course/program distribution and retention; survey students; and special projects.

Suggested Activities: Implementation of (a) minority student access and retention plan, (b) plan to promote pluralism, (c) plan to increase participation of people with disabilities; curriculum modification; inservice activities; compliance with (a) Americans with Disabilities Act and (b) Section 504 of the Rehabilitation Act; support services; recruitment activities; other.

Target: All special populations enrolled in vocational programs: academically and economically disadvantaged students, students with disabilities, students with limited English proficiency, students in correctional institutions and students from minority groups that are underrepresented in vocational education programs.

Placement

Measure 4: Placement of vocational program completers.

Standard 4: There will be an increase in the proportion of students who are placed in additional postsecondary education or training; in military service; or in jobs related to their education or training, and in jobs unrelated to their education and training.

Suggested Methods: Review available responses to the graduate survey and related findings to relevance of education, training, and labor market conditions.

Suggested Activities: Graduate survey, completer follow-up report, employer surveys, other.

Target: All students who have completed a vocational degree program or a certificate program.

Labor Market Needs

Measure 5: Vocational education program relevancy to labor market needs.

Standard 5: Within the next five years, all vocational education programs will be assessed.

Suggested Methods: Use procedures established by the Board of Trustees of Community-Technical Colleges.

Suggested Activities: Develop a plan and timeline for the evaluation of the vocational programs; coordinate with local, state, and regional agencies; Involve teachers, guidance counselors, administrators, students, and employers; review student and completer data, curricula, inservice needs, equipment, and labor market needs; revise or eliminate programs based upon program evaluation results; develop new programs.

Target: All vocational education programs offered in the college.

Learner Outcomes: Academic Skills—Basic (Pre-College)

Measure 6: Successful completion of required developmental education courses.

Standard 6: There will be a 70 percent passing rate for those vocational students completing required developmental education courses that prepare them for a degree or certificate program.

Suggested Methods: Review grade reports, survey students who do not complete required developmental courses, and review other relevant data.

Target: All vocational students who complete required developmental education courses.

Learner Outcomes: Academic Skills—Advanced (College-level)

Measure 7: General education courses required for a degree or certificate program.

The types of required general education courses and the extent to which they integrate the following advanced academic skills will vary:

(1) critical literacy skills (writing, speaking, reading, problem solving, analytical, and computational skills) and/or

(2) basic liberal arts and science courses (fine arts, the humanities, the social sciences, and the natural sciences).

Standard 7: Students will acquire the advanced academic skills — as appropriate to their vocational degree or certificate program.

Suggested Methods: Review grade reports, analyze general education completion rates, evaluate student portfolios, and/or evaluate curriculum standards.

Target: All students who complete vocational degree or certificate programs.

Learner Outcomes: Employability Skills

Measure 8: Acquisition of employability skills.

Standard 8: Students will acquire employability skills.

Suggested Methods: (1) Evaluation of (a) college-approved vocational curricula (b) cooperative education or internships, (c) competencies identified in the SCANS Report, (d) student portfolios, (e) concurrent work experience; (2) results of state licensure/certification examinations; (3) assessments by employers.

Target: All students who complete vocational degree or certificate programs.

Special Populations

Special population measures include enrollment in nontraditional occupations and access.

Implementation

Reporting format already developed. There is a form for each measure/standard. The system is a self-assessment with suggested activities to attain the standard. The measures and standards were provided at the beginning of the academic year 1992-1993 to facilitate their integration into the college planning and reporting process. At the end of the academic year, the college will summarize the findings and, if it has been determined that sufficient progress has not been made, the college will determine a timeline for the plan of improvement.

If, after one year of implementation of the plan (1994-1995 and thereafter) sufficient progress has not been made, the State will, as required under Section 117(c) of the Act, work jointly with the community-technical college to develop a plan for program improvement. Each plan shall contain:

a. a description of the technical assistance that the State will provide;

b. a reasonable timetable to improve college performance under the plan;

c. a description of the strategies designed to improve the program; and

d. a description, if necessary, of strategies designed to improve supplementary services provided to individuals who are members of special populations.

Coordination

In the access measure, it is suggested that the institution coordinates with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

DELAWARE

Secondary and Postsecondary Measures and Standards

Contact: Lewis Atkinson (302) 739-4681 fax: (302) 739-3744

Learning Gain in Basic and Advanced Academic Skills

Measure 1: Writing Competency (1993).

Measure 2: Mathematics Competency (1993).

Measure 3: Science Competency (1994).

Secondary Standard (all measures): the profile of the gain in vocational program students from grade 8 to grade 10 will match the profile of all students assessed (program gain).

Post-secondary Standard (all measures): percentage of vocational program students who complete institutional writing requirements will match the institutional percentage.

Performance Attainment for Vocational Programs

Measure 4: Completion of school (1993).

Secondary Standard: The graduation rate for students who have participated in vocational programs will match or exceed the graduation rate for all Delaware graduates.

Postsecondary Standard: The graduation rate of students in vocational–technical programs will match or exceed the institutional rate.

Measure 5: Competency and work skills attainment (1995).

Four features of DE system: (1) the establishment of world-class standards; (2) criterion-referenced assessment systems as measuring stick; (3) institution of continuous progress reporting systems that focus on a particular schools' progress over time; and (4) establishment of benchmark system of specific targets of performance by fixed time periods outcome goals.

Special Populations

Programmatic adjustments by eligible recipients to allow students with special needs the opportunity to meet the standards set for all vocational education students. The State Plan for Vocational Education in Delaware encourages service to the special populations identified in the Act by restricting the use of Perkins funds to vocational programs that enroll the highest concentration of special population students. During the evaluation that takes place in FY 1993, the Practitioner's Committee will review the data on secondary and postsecondary programs to determine if concentrations of special populations in specific programs are succeeding or are in need of additional special services to insure their ability to meet standards of proficiency.

Local Modifications

There is not currently a system for local modifications. There are only three counties and nineteen districts. Delaware's system of performance measures and standards is a part of a bigger statewide assessment model that does not allow for local modifications.

Implementation

Data Analysis—Program data on each measure will be analyzed by level of participation in vocational programs. Local recipients may evaluate either the entire population or a representative sample of participants.

SCANS will serve as the blueprint for the development of measuring competency attainment. Delaware plans to develop vocational curriculum frameworks.

During the evaluation that takes place in FY 1993, the Practitioners Committee will review the data on secondary programs to determine if degree of participation requires categorization to assure fairness (vocational–technical schools versus regular high schools).

The evaluation will be due to the Department of Public Instruction 90 days following the completion of the program year. Plan if recipient not making substantial progress as stated in the Act.

All vocational programs will be evaluated with performance measures and standards. Information about the accountability system is currently received through a consortium structure. Each vocational director must belong to a county consortium that meets quarterly.

The Practitioner's Committee will continue to meet to assess the effectiveness of these standards. As these standards are reviewed, the Committee will forward any recommendations to the State Board of Education for its action in time for inclusion in the amendment process of the State Plan for Vocational Education.

Coordination

Vocational education is beginning to coordinate regularly with JTPA. JTPA standards were reviewed before the development of the vocational accountability system.

FLORIDA

One System of Measures and Standards

Contact: Patty Askins (904) 487-3576

Issue 1: Changing composition of Florida's labor force.

Goal 1: Reflect the changing composition of Florida's labor force in the number of people who are prepared for economic self-sufficiency by participation in vocational and adult education programs.

Standard 1.1: By the end of school year 1994-95, the enrollment rate of targeted population students in each vocational job preparatory program will differ by no more than 5% from their overall enrollment rate.

Standard 1.2: By the end of school year 1994-95, the completion rate for targeted population students enrolled in vocational job preparatory programs will differ by no more than 5% from the completion rate for nontargeted students for each program.

Standard 1.3: By the end of school year 1994-95, the placement rate for targeted population students completing vocational job preparatory programs will differ by no more than 5% from the placement rate for nontargeted students for each program.

Standard 1.4: by the end of school year 1994-95, the enrollment of targeted population students rate in each high wage vocational job preparatory program will differ by no more than 5% from their overall enrollment rate.

Issue 2: Preparation of students with academic/occupational/technological skills required for the labor market.

Goal 2: Increase the proportion of people prepared with an academic/occupational/technological skills required for the labor market who complete programs and demonstrate success in the labor force.

Standard 2.1: By the end of school year 1994-95, 50% of vocational students will complete at least 1 each high-level (level II &/or III) math, science, and communication course. (Secondary only.)

Standard 2.2: Basic Skills Testing of Vocational Students: By the end of school year 1994-95, the pass rate for vocational students on the second take (after remediation) of basic skills tests appropriate for the program delivery level as identified below will be at least 80%.

> *Secondary:* High School Completion Test (HSCT) Note: This is a minimum competency test. An alternative is the new Grade Ten Assessment Test, which is national-norm reference.)
>
> *Postsecondary:* College Level Academic Skills Test (CLAST)
>
> *PS- Adult:* Basic skills test for postsecondary adult students enrolled in vocational preparatory programs of 450 hours or more per section.

Standard 2.3: By the end of school year 1994-95, the Program Completion Rate for each vocational program will equal at least 50% (Postsecondary and Adult only).

Goal 3: Increase Placement

Standard 3.1: By the end of school year 1994-1995, the Placement Rate for each vocational program will equal at least 80%.

Implementation

Standards are in the process of being revised to achieve congruence with new state-level performance standards for vocational education. The process will not be completed until April or May.

GEORGIA

Secondary Measures and Standards

Contact: GA Department of Education, Bill Tyus (404) 656-2552

Academic Gain

(Locals must choose one of the three options.)

Measure 1: Standardized test results (option 1).

This measure is based on the administration of the Tests of Achievement and Proficiency (TAP) currently given in grades 8 and 11 in the statewide testing program. Individual student's scaled scores on the reading and math subtests will be compared with the 8th and 11th grade administrations of the TAP. The standard is stated in terms of gains in standard score points.

Standard 1.1: For 11th Grade Students in the 1992-93 School Year: For students in each vocational area, the average gain scores between grades 9 and 11 should equal at least 12 standard score points.

Standard 1.2: For 11th Grade Students in the 1993-94 School Year: For students in each vocational area, the average gain scores between grades 7 and 11 should equal at least 30 standard score points.

Standard 1.3: For 11th Grade Students in the 1994-95 School Year and Beyond: For students in each vocational program area, the average gain scores between grades 8 and 11 should equal at least 22 standard score points.

Measure 2: Scores in English and Math (option 2).

This measure uses students' end-of-year scores (0 to 100) in English and math courses as measures of academic gain. English and math scores are collected for each vocational student by program area and an average score is calculated for each program.

Standard 2: For each program area, if the average score for the base year is:

*74 or less, annual yearly gain should equal at least 1 point.

*Between 75 and 82, annual yearly gain should equal at least 0.5 points.

*83 or higher, the average should be maintained.

The standard is based on a comparison of the average English and math scores for each program area from one year to the next.

Measure 3: Successful completion of a grade (option 3).

This measure looks at the percentage of students in each vocational program area who successfully progress from one grade level to the next. Successful progression is based on state standards that define the minimum number of Carnegie units a student must earn to be considered to be a high school student at a particular grade level.

Standard 3: For students in each vocational program if the total percentage for the base year is:

*70 or less, the amount of annual gain should be at least 3 points.

*Between 71 and 80, the amount of annual gain should be at least 2 points.

* Between 81 and 90, the amount of annual gain should be at least 1 point.

*91 or above, the average should be maintained.

The standard is based on a comparison of the percentage of students by vocational program area who are successfully promoted from one year to the next.

Data Collection: Collection time depends on the school district: quarterly, twice a year, etc.

Locals have the option to choose one of the four measures below:

Measure 4: School retention/completion.

This measure looks at the percentage of at-risk in each vocational program area who successfully progress from one grade level to the next in grades 9 through 11 or graduate from the 12th grade. All LEAs are required by state rule 160-4-8-.07 to identify students considered to be at-risk.

Standard 4: For each program if the percentage of successful students in the base year is:

*60 percent or below, the gain should equal at least 3 percentage points.

*Between 61 percent and 70 percent, the gain should equal at least 2 percentage points.

*Between 71 percent and 90 percent, the gain should equal at least 1 percentage point.

*91 percent or higher, the average should be maintained.

The standard is based on the percentage of vocational students in each program area who successfully complete each grade compared to last year.

Measure 5: Competency attainment.

This measure looks at the average percentage of vocational competencies mastered by students in each vocational program area. The instruments needed for this measure will not be developed by the state for use during the 1992-93 school year. Systems choosing to use this measure must have competency checklists available.

Standard 5: For students in each vocational program, the average percentage of competencies mastered should equal at least 85 percent. The standard is based on the average percentage of competencies mastered.

Measure 6: Life and employability skill attainment.

This measure looks at important job related skills such as ability to work independently or as part of a team, communication skills, and appropriate dress. The instruments needed for this measure will not be developed by the state for use during the 1992-93 school year. Systems choosing to use this measure must have competency checklists available.

Standard 6: No standard—instrument must first be developed. The standard will be based on the total average score for all students graduating with a vocational endorsement by program area.

Measure 7: Projected placement/outcome.

This measure looks at students' plans following graduation.

Standard 7: For students in each vocational program area (based on CIP codes), if the total percentage of successful placements in the base year is:

*50 percent or below, the gain should equal at least 3 percentage points.

*Between 51 and 60 percent, the gain should equal at least 2 percentage points.

*Between 61 and 69 percent, the gain should equal at least 1 percentage point.

*70 percent or higher, the average should be maintained.

The standard is based on the percentage of students with successful placements compared to last year.

Special Populations

See above measure and standard on completion. Georgia can possibly disaggregate the data for special populations through the MIS system for secondary schools.

Local Modifications

Applications for local modification must be made to the Department of Education. Procedures: (1) Application must be made 6 months prior to the start of the school year in which the proposed modifications will be implemented. (2) Application must include characteristics, data demonstrating problems, proposed modifications, and data demonstrating supporting proposed. Reviewed by a committee.

Implementation

Locals are asked to follow the steps below to implement standards and measures:

1. Select which of the three options you will use to measure academic gains.
2. Select one of the four remaining measures to use.
3. Develop procedures for collecting the data.
4. Collect data on each measure.
5. Analyze data for each measure.
6. Apply the appropriate standard for each measure.
7. Develop and implement a program improvement plan.
8. Report the results of your analysis to the DOE. (Fall 1992: Forms to report).

Extensive list of definitions, sample forms, CIP codes, data elements.

58% of schools send hard data with paper and pencil. Hiring a computer programmer to help each school figure out how to send the data.

Coordination

Coordinated with Perkins reporting, MIS system, Inventory, etc.

Postsecondary Measures and Standards

Contact: GA Department of Technical and Adult Education, Sheila Stille (404) 656-5845

Measure 1: Measures of learning and competency gains. Achieves the following positive institutional outcomes for average basic and advanced academic skills among all diploma/degree students.

Standard 1.1: Students achieve average x% gain in their verbal competency as evidenced by pre-test/post-test raw score gain on the usage section of the TAPPS or equivalent instrument.

Standard 1.2: Students achieve an average x% gain in their quantitative competency as evidenced by pre-test/post-test raw score gain on the basic math/algebra section of TAPPS or equivalent instrument.

Note: The postsecondary subcommittee is conducting a pilot study to gather information concerning average gains on the TAPPS exams. After reviewing pilot data, the Committee will develop a specific percentage to replace each "x%" currently in the standard. Statewide specific percentages and other standards will be reviewed by the Committee annually and adjusted, if needed, based on data analysis.

Measure 2: Competency attainment; achieves the following positive institutional outcomes for occupational skills attainment among all diploma/degree students.

Standard 2.1: 100% of graduates attain, at least minimum acceptable competence in 100% of the occupational/technical competency areas required by program standards (as evidenced by student transcripts and supporting local documentation).

Standard 2.2: Warranty claims for the total institution fall below 2%.

Measure 3: Job or work skill attainment; achieves the following positive institutional outcomes for work skills attainment among all diploma/degree graduates.

Standard 3.1: 100% of graduates attain, at least, minimum acceptable competence in 100% of the employability skills competency areas required by program standards (as evidenced by student transcripts showing passing grades in program standards, required employability skills course work, and supporting local documentation).

Standard 3.2: 100% of diploma/degree students are provided work ethics instruction and receive one or more quarterly grades for work ethics performance on their transcripts.

Measure 4: Retention in school or completion of secondary school or its equivalent; achieves the following positive outcomes for disadvantaged students.

Standard 4.1: Disadvantaged students graduate at the average graduation rate for all students in the institution.

Standard 4.2: Meets minimum program standard for program exiters who graduate (25 out of every 100 exiters graduate and overall institutional average for exiters who graduate (35 out of every 100 exiters graduate).

Measure 5: Placement into additional training or education, military service, or employment.

Standard 5.1: One out of every four students leaving a program before graduation are working in field or in a related field, continuing their education, or entering military service.

Standard 5.2: 85% out of every 100 graduating from a program are working in field or in a related field, continuing their education, or entering military service.

Standard 5.3: Three out of four graduates are placed in field or in related field.

Standard 5.4: Handicapped students are placed in field or in a related field at the average placement rate for all students in the institution.

Standard 5.5: Disadvantaged students are placed in field or in related field at the average placement rate for all students in the institution.

Measure 6: Special populations incentive and adjustments.

Standard 6.1: Meets institutional goal for proportion of provisionally admitted students who achieve regular program admission status (# provisionally admitted students who achieve regular program admission status/# students provisionally admitted).

Special Populations

See above Measures and Standards in the areas of placement and retention.

Student enrollment meets the institutional enrollment goal for each special population: handicap, economically disadvantaged, academically disadvantaged, limited English speaking, single parents/displaced homemakers/single pregnant women, non-traditional.

Offers special services to enroll and retain special populations in school: outreach/recruitment; academic assessment; career, guidance; counseling; transportation; occupational assessment; occupational training programs; developmental/remedial instruction; other support services; curriculum modification; equipment/facilities modification; transition services/job placement assistance.

Local Modifications

Local systems may modify or substitute measures with State approval.

Implementation

100% of LEAs had implemented Perkins measures and standards by Spring 1991. However, the pilot measures and standards were only preliminary and were not formally approved by the State Board. By spring 1992 all (100%) of the technical institutes and the four colleges with jointly funded vocational program were implementing the revised IES measures and standards that were approved by the State Board on May 7, 1992. Standards were interpreted and developed as normative goals, ideal aspirations to be achieved through improvement and excellence. Georgia performance standards were not, therefore, set up with the expectation that every standard be met to the same degree by every LEA; instead standards set ideal goals that each LEA committed to strive for.

In February and March 1991 State staff provided a series of seven full day, hands-on, IES training classes for teams for each of the technical institutes and colleges. The classes trained approximately 150 people from across the state in the implementation of the IES performance measures and standards and use of newly developed IES software. A make-up class was offered for persons who had missed their originally assigned training class. In April 1991 an overview of the IES training was presented to the technical institute presidents and State staff at the monthly President's Council meeting. In late April and May 1991 State staff provided a second series of full day training sessions held at various locations throughout the state; total attendance exceeded 150. The regional training meetings focused on the Local Application portion of the IES with special emphasis on reporting of Perkins performance measures and standards and use of Perkins funds.

To assist local implementation of the IES, State staff developed a draft/pilot IES manual that was provided to trainees section by section as handouts at the appropriate training sessions. The draft/pilot manual was later revised and formed the basis for the first IES manual printed in 1992.

May 15, 1991 was the due date for the pilot IES report and the Local Application to be submitted to the State. As the documents came in to the State office they were given preliminary review to check for any extreme problems. In cases where Local Application was obviously incorrect or incomplete, the local institution was notified and individual assistance was provided. Individual assistance ranged from telephone conversations to individual assistance at the technical institutes. Review of Local Applications consists of a team of State staff including the OCR, JTPA, IES, sex equity, and single parent coordinators.

Coordination

Uses different methods for vocational education services (equity program, single parent program, and others) to coordinate/cooperate with programs conducted under JTPA, including cooperative arrangements with PIC's, to avoid duplication and expand the range and accessibility of services.

Coordinates vocational education services (equity program, single parent program, and others) with community-based organizations and with other education, human services, and employment agencies.

Review of Local Applications consists of a team of State staff including the OCR, JTPA, IES, sex equity, and single parent coordinators.

HAWAII

Secondary Measures and Standards

Contact: University of Hawaii, William Broadbent (808) 591-1888

Criterion 1: Measures of learning competency gains, including student progress in the achievement of basic and more advanced skills.

Measure of Performance 1: At least 75% of vocational education students will pass the State mandate HSTEC test by the completion of their senior year.

Agency/Individual Responsible: DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Criterion 2: Measures of performance in competency attainment.

Measure of Performance 2: At least 80% of students enrolled in vocational education courses will complete their course work as measured by instructor's semester assessments.

Agency/Individual Responsible: DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Criterion 3: Measures of job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared.

Measure of Performance 3: At least 50% of the students who inform counselors of their desire to obtain employment on graduation will obtain a relevant and meaningful job.

Agency/Individual Responsible: DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Criterion 4: Measures of performance in the area of retention in school or completion of secondary school or its equivalent.

Measure of Performance 4: At least 75% of the vocational education students will achieve a high school diploma or its equivalent prior to their 18th birthday.

Agency/Individual Responsible: DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Criterion 5: Measures of performance in the areas of placement into additional training or education, military service, or employment.

Measure of Performance 5: At least 45% of the vocational education students monitored will be involved in some form of postsecondary training on graduation from high school or enter the military.

Agency/Individual Responsible: DOE Occupational Development Section. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Special Populations

Perkins II funds are targeted at special populations, therefore, their is an incentive to better serve them. Hawaii will be able to disaggregate the performance of special populations for each measure and standard next year.

Local Modifications

Local modifications are possible through state approval.

Implementation

See above *Agency/Individual Responsible* section under each measure and standard for reporting information. All vocational education programs will be evaluated with performance measures and standards.

Coordination

There is an interagency coordination council in place.

Hawaii Postsecondary Measures and Standards

Contact: University of Hawaii, William Broadbent (808) 737-5522

Criterion 1: Measures of learning competency gains, including student progress in the achievement of basic and more advanced skills.

Measure of Performance 1.1: At least 60% of vocational students enrolled in remedial/developmental courses in mathematics or English will complete the course with a passing grade, as measured by the credits earned ratio.

Measure of Performance 1.2: At least 65% of vocational students enrolled in general education courses will complete the course with a passing grade, as measured by the credits earned ratio.

Agency/Individual Responsible: UHCC Vice Chancellor's office. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Criterion 2: Measures of performance in competency attainment.

Measure of Performance 2: At least 75% of students enrolled in vocational courses will complete the course with a passing grade, as measured by the credits earned ratio.

Agency/Individual Responsible: UHCC Vice Chancellor's office. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Criterion 3: Measures of performance in the area of retention in school or completion of secondary school or its equivalent.

Measure of Performance 3: At least 50% of new vocational students will be retrained in their program of study for two or more terms.

Agency/Individual Responsible: UHCC Vice Chancellor's office. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Criterion 4: Measures of performance in the areas of placement into additional training or education, military service, or employment.

Measure of Performance 4: At least 70% of vocational program graduates will attain employment in a job related to their training or will have enrolled for additional training, or will have entered the military service.

Agency/Individual Responsible: UHCC Vice Chancellor's office. Report to be forwarded to OSDVE on or before November 15 of each year to be included in the "Report of Progress to Date."

Special Populations

Perkins II funds are targeted at special populations, therefore, their is an incentive to better serve them. Hawaii will be able to disaggregate the performance of special populations for each measure and standard next year.

Local Modifications

Local modifications are possible through state approval.

Implementation

See above *Agency/Individual Responsible* section under each measure and standard for reporting information. All vocational education programs will be evaluated with performance measures and standards.

Coordination

There is an interagency coordination council in place.

IDAHO

Secondary Measures and Standards

Contact: Michael Rush (208) 334-3216

Occupational Skill Attainment

Measure 1: Attainment of occupational competencies[1] listed in the approved Idaho curriculum or other comparable competency list for the occupational area.

Level: School.

Scope: All vocational programs; vocational completers.

Standard 1: A minimum of 90% of the students will demonstrate a mastery of 80% of the approved competencies. Mastery may be demonstrated by a passing score on an approved occupational competency exam or by instructor designation on a competency profile.

Adjustments: This standard may be adjusted for student consistent with expectations specified on their IEPs.

Method: The competency evaluation will occur during the spring of the senior year. However, competencies already evaluated and marked on a competency profile as having been mastered do not have to be re-evaluated. The approved competencies are those taken from the Idaho curriculum task lists or other comparable occupational competency lists. The Division will identify the vocational courses in which competencies will need to be measured. Specific competencies from the lists to be mastered in the secondary program may be selected by the local advisory committee and submitted for review by the State Division of Vocational Education. The lists should then be published for review by students, parents, district patrons, and the State Division of Vocational Education. An approved (by the State Division) competency exam may also be used to demonstrate competence. A passing grade as determined by standards for the exam will demonstrate competence.

Measure 2: Placement rates from initial program follow-up.

Level: School.

Scope: All occupational vocational programs; vocational completers.

Standard 2.1: Positive termination rate[2] will be 90% or greater.

Standard 2.2: Percentage of students obtaining a job in an occupation related to training, or pursuing additional education will be 75% or greater.

Adjustments: This standard may be adjusted for students consistent with expectations specified on their IEPs.

Method: The follow-up will be completed by the school during December/January of the year following the student's graduation. Procedures will be consistent with those for completing the Student Follow-Up form from the Division of Vocational Education.

Academic Skill Attainment

Measure 3: Percentage of students meeting the C-core requirement (option 1) for graduation.

C-Core requirement: The State of Idaho has identified 14 secondary courses as containing the "core" academic knowledge students must have. The state also requires that for students to graduate, they must have a "C" average in those 14 courses, or demonstrate mastery through a standardized test.

Level: School.

Scope: All vocational programs; vocational completers.

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[1] Occupational skills will include approved Consumer Home Economics and selected Industrial Technology programs starting in the fall of 1993.

[2] Positive termination is defined as those students who are employed (related or non-related employment), have entered the military, or who are continuing their education divided by the total number who are followed up.

Standard 3: The percentage of vocational completers meeting the C-core requirement for graduation will be equal to or greater than the schoolwide average for all students.

Adjustments: This standard may be adjusted for students consistent with expectations specified by IEPs.

Method: Schools will determine the percentage of vocational completers meeting the C-core average during their senior year and will compare that percentage with the schoolwide average.

Measure 4: Score on the Direct Writing Assessment.

Level: School.

Scope: All vocational programs; vocational students completing three (3) or more semesters of a vocational program sequence by the second semester of their junior year.

Standard 4: The average of vocational student scores on the direct writing assessment will be 3 or greater.

Adjustments: This standard may be adjusted for students consistent with expectations specified on their IEPs.

Method: The vocational student scores from the Direct Writing Assessment given during the junior year will be averaged.

Measure 5: Basic composite score on Test of Academic Proficiency (TAP) test Form G, Level 17 during the junior year of high school.

Level: School.

Scope: All vocational programs; vocational students completing three (3) or more semesters of a vocational program sequence by the second semester of their junior year.

Standard 5: The average of vocational students basic composite scores will be equal to or greater than the average for all students in the school.

Adjustments: This standard may be adjusted for students consistent with expectations specified on their IEPs.

Method: The vocational student scores from the TAP test (Form G, Level 17) given during the junior year will be averaged and compared to the scores of all students in the school.

Measure 6: Difference between the average score on the Direct Writing Assessment taken during the 8th grade and the 11th grade.

Level: School.

Scope: All vocational programs; vocational students completing three (3) or more semesters of a vocational program sequence by the second semester of their junior year.

Standard 6: The average vocational student score on the Direct Writing Assessment will increase from the 8th to 11th grades.

Adjustments: This standard may be adjusted for students consistent with expectations specified on their IEPs.

Method: The vocational student scores from the Direct Writing Assessment given during the 11th grade will be averaged and compared to the average 8th grade score for those same students.

Measure 7: Difference between the average Basic Composite Standard Score of the TAP Form G, Level 17 and the average Iowa Test of Basic Skills (ITBS) Complete Composite Standard Score.

Level: School.

Scope: All vocational programs; vocational students completing three (3) or more semesters of a vocational program sequence by the second semester of their junior year.

Standard 7: The average of the vocational student scores on the TAP will be 21 points higher than the average vocational student score on the ITBS.

Adjustments: This standard may be adjusted for students consistent with expectations specified on their IEPs.

Method: The vocational student scores from the TAP test (Form G, Level 17) given during the 11th grade will be averaged and compared to the average scores of those same students on the ITBS given during the 8th grade.

Equity and Access

Measure 8: The ratio of total secondary enrollment to the vocational teacher full-time equivalent.

Level: District.

Scope: All secondary school enrollment (9-12); all vocational program teachers excluding consumer homemaking.

Standard 8: A maximum ratio of 300:1 students to vocational teacher FTE should be maintained by each school.

Adjustments: Effective alternatives to providing training (i.e., arrangements with other schools or postsecondary institutions).

Method: The ratio of students to vocational teacher FTE is calculated by dividing the total district secondary enrollment by the number of full-time vocational teachers (FTE) teaching secondary vocational education. This measure is used to determine whether a school has the capacity to provide its students with vocational training, including its ability to meet the needs of special populations. Schools with ratios higher than the maximum should plan to add or expand vocational training programs to provide minimum training opportunities for special populations.

Measure 9: Percentage of students and parents who are provided information on the opportunities available for vocational education and information relevant to those opportunities.

Level: District.

Scope: All enrolled 7th and 8th graders.

Standard 9: 100% of the students and their parents will be provided the information.

Adjustments: This standard may be adjusted for extraordinary demographic conditions within the district.

Method: This effort may be documented by a description of the process used to disseminate the information. Information made available will include: (1) opportunities available in vocational education; (2) requirements for enrolling in vocational education programs; (3) specific courses and services that are available; (4) employment opportunities; and (5) placement statistics.

Measure 10: Percentage of students completing an initial education/career plan that relates to their occupational goals and objectives and to their aptitudes and interests.

Level: District.

Scope: All students.

Standard 10: 100% of all students will have an education/career plan on file at the end of 9th grade; plan should provide for the attainment of student outcomes consistent with those in the Idaho Comprehensive Guidance and Counseling Program Model.

Adjustments: The IEP for special needs students can be modified to meet this requirement.

Method: Students will acquire self-understanding through the use of career assessment instruments administered in grades 7, 8, or 9. Instruments used may include standardized multiple aptitude batteries, interest inventories, measures of work values and personality, as well as interview and observation techniques. Example of appropriate instruments may be found in *A Counselor's Guide to Career Assessment Instruments* published by the National Career Development Association.

Students will relate this self-knowledge to the world of work by exploring current occupational/educational information in grades 7, 8, or 9. Strategies may involve student exploration of printed or computerized career information materials (CIS) as well as direct observation, interviewing workers, and work experience.

An initial written career/education plan based on the above two sets of information is to be on file at the end of the students' ninth grade year. Beginning in the fall of 1993, the Idaho SOICC (Idaho Career Information System) will introduce *High School Planner* that may serve to facilitate this documentation. A Student Outcome Portfolio that includes school-to-work transition information will also be available next fall. This portfolio will be a component of the Idaho Comprehensive Guidance Model.

Idaho Postsecondary Measures and Standards

Contact: Michael Rush (208) 334-3216

Basic and Advanced Academic Skills

Measures 1 & 2: GPAs and persistence of vocational-technical students in required academic (communication and math) courses.

Level: Each approved "full-time" preparatory—certificate and AAS degree—program/cluster offered by an institution.

Scope: All enrollees in the different vocational-technical programs (that have associated academic course requirements) offered by an institution.

Standards: Seventy-five percent (75%) of the students enrolled in a specified academic year in each vocational-technical program will, (1) achieve at least a 2.00 GPA in their required academic courses, and (2) complete the required academic courses in which they enroll.

Adjustments: This standard may be adjusted for students from special populations. It may also vary by institution and program in terms of the academic courses deemed "required" and the numbers of associated credits.

Procedures: At the end of the designated academic year, credits enrolled in, credits earned, and related GPAs in the required academic courses taken by each student in each vocational–technical program offered will be listed, the associated GPAs and the quantity—credits enrolled in vs. credits earned—calculated, and the evaluation of those GPAs (on a program basis) along with students; persistence in the selected courses completed.

Measure 3: Growth in scores on ASSET Tests (Forms B and C) for writing, reading, and numerical skills.

Level: Institution.

Scope: Students being served by all approved, full-time preparatory vocational-technical programs who are in the last eight (8) weeks of their final semester.

Standard 3: The average scores (in writing, reading, and numerical skills) of the sample of students tested will each be at least 1/4 standard deviation higher than the corresponding average scores earned by the same students when they initially enrolled in their respective vocational-technical programs.

Adjustments: This standard may be adjusted (1) for students from special populations, and (2) for different scores dependent upon the specific tests employed by the institution in question (e.g., the TABE-Form D or CPT's instead of the ASSET - Forms B and C).

Procedures: Eight (8) weeks prior to the end of each semester of the designated academic year a 10% (simple) random sample of all vocational–technical students across the institution (or alternately, all students in a random sample of 10% of the vocational–technical programs offered by the institution in question) who are in the final semester of their programs will be identified. Subsequently, the sampled students will be re-administered the ASSET tests, their test scores calculated, and their second set of scores compared via the specified standard with the scores they attained when they initially enrolled.

Occupational Skills Attainment/Enhancement

Measure 4: Completion rates for vocational–technical programs.

Level: All the approved, "full-time" preparatory—certificate and AAS degree—programs/clusters offered by an institution.

Scope: Enrollees and completers of institution-sponsored vocational-technical programs offered over the last 3 years.

Standard 4: Average completion rate (over a period equal to 11/2 times "normal" program length) for enrollees across all the vocational–technical program offerings of the institution will be 75%.

Adjustments: The timeframe specified in this standard may be adjusted for programs that involve large numbers of special population students.

Procedures: Students who began their vocational–technical programs in Fall of the school year three years ago will be identified, tracked over a period of 11/2 times the "normal" program/course length (e.g., 3 years for those in associate degree programs and 13 1/2 weeks for those in 9 week programs), and related program completion rates generated. Subsequently, the average completion rate across programs will be calculated and compared with the associated standard.

Measure 5: GPAs in occupational courses.

Level: Each approved, "full-time" preparatory—certificate and AAS degree—program/cluster offered by an institution.

Scope: All students enrolled in the various vocational–technical programs offered by an institution.

Standard 5: 70% of the students enrolled in each vocational–technical program will, during the designated academic year, have achieved a cumulative GPA of 2.5 in their respective occupational courses.

Adjustments: The preceding standard may be adjusted for students from special populations.

Procedures: At the end of the designated academic year vocational–technical students' cumulative GPAs in their occupational courses will be calculated, the values of those GPAs contrasted with the critical value specified in the standard, and the composite estimates (program-by-program) evaluated.

Measures 6: Completion rates for short-term training courses.

Level: Approved, short-term training courses offered by an institution.

Scope: Enrollees and completers of institution-sponsored short term training courses offered over a specified academic year.

Standard 6: The average completion rate for enrollees across different short-term training courses offered by the institution will be eighty-five percent (85%).

Adjustments: The standard may be adjusted for courses that involve large numbers of special population students.

Procedures: Students who enrolled in one of the short-term training courses offered during the designated school year will be identified, tracked over the period of time the course is offered and used to estimate related course completion rates. Subsequently, the average completion rate across short-term training courses will be calculated and compared with the standard.

Labor Market Indicators

Measures 7 & 8: Positive program termination rates and percentages of training-related placements based on initial program follow-up.

Level: Approved, "full-time" preparatory—certificate and AAS degree—programs/clusters.

Scope: All students, who began since fall 1989 (both completers and noncompleters) across all (pre-employment) vocational–technical program offerings.

Standards 7 &8: The average positive termination rate across vocational-technical programs will be at least 90%, while the average percentage of students obtaining a job in a training-related occupation or who are either in the military or pursuing additional education will be at least 75%.

Adjustments: The standards may be adjusted for programs that enroll large proportions of special population students.

Accessibility and Access

Measures 9 & 10: GPAs and persistence of special population vocational–technical students in required academic (communication and math) courses.

Level: Approved, "full-time" preparatory programs/clusters offered by an institution.

Scope: All special population students enrolled in the various vocational-technical programs offered by each institution.

Standards: The GPAs of special population students in required academic courses, along with their persistence in those courses, will not differ from the corresponding percentage of GPAs over 2.00 and persistence rates observed for the at-large population of vocational-technical students being served by the institution.

Adjustments: These standards may be adjusted for individual students based on expectations and related occupational plans or associated program adaptations, as well as extremely small numbers of special population students.

Procedures: At the end of each academic year the credits enrolled in, credits earned, and associated GPAs for required and advanced academic courses for special population students in different vocational–technical programs will be calculated and the evaluation of these measures as contrasted with the corresponding measures for all students in the institution, undertaken.

Measure 11: Percentage of special population students who complete their vocational–technical programs compared with the comparable percentage for the institution's overall population.

Level: Institution.

Scope: All special population, vocational–technical students served by an institution.

Standard 11: The percentage of students from special populations who complete the vocational–technical programs in which they enroll will be equal to the percentage of students served by the institution who complete their respective programs of study.

Adjustments: The standards may be adjusted for programs that involve extraordinarily large numbers of special population students.

Procedures: Number of special population students will be determined via biographical information retained by the institution or as part of a pre-entry back ground screening. The short-term training courses in which those students enroll, along with their completion status, will be maintained as part of the institution's tracking system and used to calculate the required percentages (for special population students and the school's population at large).

Both for Secondary and Postsecondary:

Special Populations

See adjustments for Special Populations under each standard. There are measures for completion and grade point average in vocational programs. Although measures and standards will address all of vocational education, Idaho is not requiring measures and standards to be applied on all special populations within vocational education. Disaggregation will only be required for special populations served by Perkins funded (IIC) projects. There is no current system to collect this information statewide, although some information on special population performance will be aggregated at the state level.

Local Modifications

Schools may request modifications of the local measures, but none have requested to do so.

Implementation

See scope and method under each measure and standard. Schools will be responsible for maintaining student-level data. The state will not collect information on individual students except as part of sampling-based research-projects.

If sampling will produce legitimate results, schools may use that option to determine performance levels instead of testing every student.

Measures and standards are to be implemented at the local levels. The local districts will need to budget for related expenses. The state will ask for a summary of results to be submitted, but will not be the administrator nor the primary user of the measures and standards. Measures and standards are intended to help local districts meet their own performance goals.

Coordination

Standards are coordinated with those developed under section 402(a)(19) of the Social Security Act and under section 106 of the Job Training Act.

ILLINOIS

Secondary Measures and Standards

Contact: Kathleen Nicholson-Tosh (217) 782-4877

Student Outcome: Academic achievement.

Measure 1: Illinois Gain Assessment Program (IGAP) reading assessment.

Standard 1: Level 2.

Local Performance Goals: ____% of all senior preparation- or key-course level vocational students will attain level 2 or higher on the IGAP reading test.

Alternate assessments will be developed for students who have not taken IGAP or need to take it beyond grade 10.

Implementation: 1992-93.

In the area of academic achievement, the only gains that will be possible to implement in the near future will be those associated with program gains. Student gains information on 1992-93 10th graders will not be available until 1994-95 and this will only be possible if a 12th grade assessment is developed.

Student Outcome: Academic achievement.

Measure 2: IGAP mathematics assessment.

Standard 2: Level 2.

Local Performance Goals: ____% of all senior preparation- or key-course level vocational students will attain level 2 or higher on the IGAP mathematics test.

Implementation: 1992-93.

Student Outcome: Occupational competence.

Measure 3: Workplace skills assessment.

Standard 3: ___ or higher on the workplace skills assessment (instrument under development).

Local Performance Goals: ____% of senior preparation-level and other key course enrollees scoring ____ or higher on the workplace skills assessment.

Implementation: 1993-94.

Student Outcome: Occupational competence.

Measure 4: Applied academics assessment.

Standard 4: ___ or higher on the applied academics assessment (instrument under development).

Local Performance Goals: ____% of senior preparation-level and other key course enrollees scoring ____ or higher on the applied academics assessment.

Data Source: State Administered Occupational Testing System.

Implementation: 1994-95.

Student Outcome: Occupational competence.

Measure 5: Technical skills assessment.

Standard 5: ___ or higher on the technical skills assessment (instrument under development).

Local Performance Goals: ____% of senior preparation-level and other key course enrollees scoring ____ or higher on the technical skills assessment.

Data Source: State Administered Occupational Testing System.

Implementation: 1994-95.

Student Outcome: Educational attainment.

Measure 6: Program completion.

Standard 6: Program completion.

Local Performance Goals: ____% of senior preparation-level enrollees will complete the ____ vocational education program.

Data Source: School Report Card.

Implementation: 1993-94.

Student Outcome: Educational attainment.

Measure 7: High school completion.

Standard 7: High school completion.

Local Performance Goals: ____% of senior preparation-level enrollees will graduate from high school.

Data Source: Vocational Information Management System.

Implementation: 1993-94.

Student Outcome: Education attainment.

Measure 8: Postsecondary continuation.

Standard 8: Postsecondary continuation.

Local Performance Goals: ____% of program completers will continue on to postsecondary education.

Data Source: Postsecondary Shared Data System and Statewide Survey.

Implementation: 1993-94.

Student Outcome: Employment outcomes.

Measure 9: Employment (postsecondary continuation, employment, and military service are correlatives and are considered in the aggregate).

Standard 9: Employed in the 2nd quarter following high school graduation.

Local Performance Goals: ____% of all program completers will be employed in the 2nd quarter following high school graduation.

Data Source: Employment Tracking System (UI) and Statewide Survey.

Implementation: 1992-93.

Student Outcome: Employment outcomes.

Measure 10: Employment retention (employed in the 2nd and 6th quarters following high school graduation).

Standard 10: Continuous employment for 6 quarters following high school graduation.

Local Performance Goals: ____% of all program completers who are employed in the 2nd and 6th quarters following high school graduation.

Data Source: Employment Tracking System (UI) and Statewide Survey.

Implementation: 1993-94.

Student Outcome: Access and equity.

Measure 11: Enrollment in vocational education courses by special population students.

Standard 11: Enrollment in vocational education courses by special population students.

Local Performance Goals: ____% of each special population enrolled in vocational education courses in comparison to its representation in the total school population (participation rate). Access and equity are primarily an aggregate institutional measure.

Date Source: VIMS and all data sources.

Implementation: 1993-94.

Student Outcome: Access and equity.
Measure 12: Each of the above outcome measures will be analyzed for each special population.
Standard 12: Same standards apply.
Local Performance Goals: Percentages for each measure may vary in each local situation.
Date Source: VIMS and all data sources.
Implementation: 1993-94.

Illinois Postsecondary Measures and Standards

Contact: John Klit (217) 782-4876

Student Outcome: Educational attainment.

Measure 1: Program completion.

Standard 1: Program completion.

Local Performance Goals: ____% of all occupational program enrollees (by selected cohorts) who complete their certificate or AAS degree.

Data Source: ICCB MIS.

Implementation: 1992-93.

Student Outcome: Educational attainment.

Measure 2: Continuation in additional education and training.[3]

Standard 2: Continuation in additional education and training.

Local Performance Goals: ____% of program completers continuing education and training.[4]

Data Source: Postsecondary Shared Data Systems.

Implementation: 1993-94.

Student Outcome: Employment outcomes.

Measure 3: Employment.

Standard 3: Employed 3rd quarter following the end of the academic year.

Local Performance Goals: ____% of program completers employed in the 3rd quarter after the end of the academic year.

Data Sources: Employment Tracking System (UI), Postsecondary Shared Data System, Statewide Survey.

Implementation: 1992-93.

Student Outcome: Employment outcomes.

Measure 4: Employment retention (employed in the 3rd and 4th quarters after program completion).

Standard 4: Continuous employment for 4 quarters after program completion.

Local Performance Goals: ____% of program completers employed in the 3rd and 4th quarters.

Data Sources: Employment Tracking System (UI), Postsecondary Shared Data System, Statewide Survey.

Implementation: 1992-93.

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[3]Employment and continuation in further education and training are correlatives.
[4]Goals will vary by occupational program and cohorts.

Student Outcome: Access and equity.
Measure 5: Enrollment in vocational education courses by special population students.
Standard 5: Enrollment in vocational education courses by special population students.
Local Performance Goals: ____% of each special population enrolled in vocational education courses in comparison to its representation in the total school population (participation rate).[5]
Data Sources: ICCB MIS.
Implementation: 1992-93.

Student Outcome: Access and equity.
Measure 6: Source of special population students for each performance measure.
Standard 6: Special population students' rate of success is equal to nonspecial population students.
Local Performance Goals: ____% of each special population demonstrate the same incidence of successful performance as nonspecial population students.
Data Source: ICCB MIS.
Implementation: 1992-93.

Student Outcome: Academic achievement.
Measure 7: Reading assessment instrument (varies by institution).
Standard 7: Level ____ on institution's reading assessment.
Data Source: ICCB MIS, State Administered Testing System.
Implementation: 1994-95.

Student Outcome: Academic achievement.
Measure 8: Completing developmental reading course(s).
Standard 8: Completing developmental reading course(s).
Local Performance Goals: ____% of occupational students passing required developmental reading course(s).
Data Source: ICCB MIS, State Administered Testing System.
Implementation: 1992-93.

Student Outcome: Academic achievement.
Measure 9: Mathematics assessment instrument (varies by institution).
Standard 9: Level ____ on institution's mathematics assessment.
Data Source: ICCB MIS, State Administered Testing System.
Implementation: 1994-95.

Student Outcome: Academic achievement.
Measure 10: Completing developmental mathematics course(s).
Standard 10: Completing developmental mathematics course(s).
Local Performance Goals: ____% of occupational students passing required developmental mathematics course(s).
Data Source: ICCB MIS, State Administered Testing System.
Implementation: 1992-93.

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[5]Access and quit are primarily an aggregate institutional measure.

Student Outcome: Occupational competence.

Measure 11: Workplace skills assessment score.

Standard 11: ____ or higher on the workplace skills assessment (instrument under development).

Local Performance Goals: ____% of all program enrollees scoring ____ or higher on the workplace skills assessment.

Data Source: Licensure Reporting System, State Administered Testing System.

Implementation: 1993-94.

Student Outcome: Occupational competence.

Measure 12: Institutional guarantee.

Standard 12: Institutional guarantee.

Local Performance Goals: ____% who are not returned for additional training to remediate any aspect of their training that is covered under the guarantee.

Data Source: Licensure Reporting System, State Administered Testing System.

Implementation: 1994-95.

Student Outcome: Occupational competence.

Measure 13: Applied academics assessment.

Standard 13: ____ or higher on the applied academics assessment.[6]

Local Performance Goals: ____% of all program completers scoring ____ or higher on the applied academics assessment.

Data Source: Licensure Reporting System, State Administered Testing System.

Implementation: 1994-95.

Student Outcome: Occupational competence.

Measure 14: Technical skills assessment.

Standard 14: ____ or higher on the applied technical skills assessment.[4]

Local Performance Goals: ____% of all program completers scoring ____ or higher on the technical skills assessment.

Data Source: Licensure Reporting System, State Administered Testing System.

Implementation: 1994-95.

Special Populations

Two Access and equity measures and standards. Access and equity are primarily an aggregate institutional measure.

Data on special populations' performance will be disaggregated beginning in 1993-94. IL has not yet worked through incentives and adjustment for special populations.

Local Modifications

Illinois is incorporating an improvement approach into the system of performance measures and standards. The need for local modifications is reduced with this concept since each entity is comparing its performance to their previous year's performance. They are in competition with themselves and most variables affecting performance (financial resources, population characteristics) remain reasonably constant from one year to the next. Some modifications may occur.

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[6]Assessment varies by occupation, including licensure, exams, etc. assessments will be developed only in programs where they do not exist.

Implementation

Extensive data collection strategy. Developed a "Secondary Performance Standards Profile" that relates the programs performance to each measure by "expected performance," "actual performance," and "Meet Expectation."

Extensive Guide for local institutions that includes: a secondary inventory to fill out, program improvement initiatives and targets, performance measures and standards (with definitions), secondary subcommittee report, sample reporting tool and an appendix (excerpts from the Carl Perkins Act, Occupational Skills Standards Act, etc).

Coordination

The system is coordinated with the JTPA system of performance measures and standards and the accountability system utilized by the Community College Board.

INDIANA

Secondary Measures and Standards

Contact: Gael Deppert (317) 233-4268

Learning and Competency Gains

Measure 1: Percentage of managed students in vocational and technical education programs whose pre-test and post-test scores of assessment exam(s) administered in English/language arts demonstrate an increase during assessment period.

Standard 1.1: At least 20 percent of students demonstrate increased competence.

Standard 1.2: At least 75 percent of students demonstrate performance at appropriate level.

Measure 2: Percentage of managed students in vocational and technical education programs whose pre-test and post-test scores of assessment exam(s) administered in math demonstrate an increase during assessment period.

Standard 2.1: At least 20 percent of students demonstrate increased competence.

Standard 2.2: At least 75 percent of students demonstrate performance at appropriate level.

Competency Attainment

Measure 3: Percentage of managed students enrolled in vocational and technical education programs leading to certification or licensure become certified or licensed.

Standard 3.1: 70 percent or more of students become certified or licensed within 36 months of enrollment in the programs.

Measure 4: Percentage of managed students who pass an occupational competency test in a given occupational cluster out of the total number of managed students who are seniors in that cluster taking the competency test.

Standard 4.1: 70 percent or more of students pass an occupational competency test in their senior year.

Measure 5: Percentage of managed students who are eligible for co-op programs out of the total number of managed vocational students (i.e., demonstration of minimum vocational competencies).

Standard 5.1: 70 percent or more of seniors are eligible for co-op programs.

Job or Work Skill Attainment

Measure 6: Percentage of managed students in vocational and technical education programs whose assessment demonstrates progress in achieving occupational proficiency during assessment period.

Standard 6.1: 85 percent of students demonstrate progress in achieving occupational skills necessary to obtain employment.

Retention in School or Completion of Secondary School or its Equivalent

Measure 7: Percentage of managed students in vocational and technical education programs who complete requirements for graduation.

Standard 7.1: 85 percent or more of students complete vocational and technical education programs and complete requirements for graduation.

Placement into Additional Training or Education, Military Service, or Employment

Measure 8: Percentage of managed student completers (including special populations) — in vocational and technical education programs placed in employment, military service, or additional education/training.

Standard 8: 80 percent of program completes successfully matched by social security number in follow-up must be placed within six (6) months of program completion.

Incentives or Adjustments

Measure 9: Weighted formula to encourage enrollment of special populations in vocational and technical education programs.

Standard 9: Average weighted formula in vocational and technical education programs.

Measure 10: Ratio of percentage of managed students who comprise special populations enrolled in selected vocational and technical education programs compared to percentage of managed students who do not comprise special populations enrolled in same programs: academically disadvantaged, handicapped individuals, limited English proficiency, members of economically disadvantaged group, in programs not tradition for their gender, individuals in correctional institutions.

Standard 10: 30 percent or more of special populations/70 percent or more of non-special populations.

Measure 11: Ratio of percentage of managed students who comprise special populations completing selected vocational and technical education programs compared to percentage of managed students who do not comprise special populations completing the same programs.

Standard 11: 60 percent or more of special populations/80 percent or more of non-special populations.

Measure 12: Ratio of percentage of managed students who comprise special populations entering jobs compared to percentage of students who do not comprise special populations entering jobs.

Standard 12: 70 percent or more of special populations/80 percent or more of non-special populations.

Special Populations

See above measures and standards for special populations. Lower standards for special populations. Weighting as an incentive to enroll special populations.

IOWA

One Set: Secondary and Postsecondary Measures and Standards

Contact: Rodger Foelske (515) 281-4700

Gains in Basic and Advanced Academic Skills (Required)

Measure 1: Vocational program completers will demonstrate gains in basic and advanced academic skills.

Standard 1: Each school/college district will establish a local standard for gains in basic and advanced academic skills and will demonstrate that a minimum of 80 percent of vocational program completers have achieved that standard.

Scope: All eligible recipients will develop a system for measuring and reporting gains in basic and advanced academic skills by vocational program completers.

Methods: Each school/college district will develop and implement a system for assessing gains in basic and advanced academic skills by vocational program completers. The district/school may use pre-tests/post-tests, a student profile, a longitudinal study of trends indicating academic gain, or other assessment devices.

Gains in Specific Occupational Competencies (Required)

Measure 2: Vocational program completers will demonstrate gains in occupational competencies.

Standard 2: Each school/college district will establish a local standard for gains in occupational competencies, and will demonstrate that a minimum of 80 percent of vocational program completers have achieved that standard.

Scope: All eligible recipients will develop a system for measuring and reporting gains in specific occupational competencies by vocational program completers.

Methods: Each school/college district will develop and implement methodology and instrumentation for assessing gains in specific occupational competencies including workplace readiness competencies by vocational program completers. Methods used may include the use of competency assessment devices such as performance tests or other assessment instruments.

Access

Measure 3: All students, including those who are members of special populations (students with disabilities, students who are disadvantaged, students who are limited English proficient, individuals preparing for nontraditional occupations, criminal offenders) and students from diverse racial/ethnic groups are enrolled in vocational programs.

Standard 3: Members of special populations and students from diverse racial/ethnic groups are enrolled in individual vocational programs within a 10 percent variance of their total enrollment in the district or institution, or progress must (can) be shown and documented that enrollment of these populations or groups is moving toward this standard.

A minimum of 20 percent of each gender is enrolled in each vocational program or progress must (can) be shown and documented that enrollment is moving toward this standard.

Scope: Vocational program enrollments (by program) will reflect similar enrollment patterns of special populations and diverse racial/ethnic groups to school/college district enrollment patterns.

Methods: For each vocational program, the school/college district will enroll special population, and diverse racial/ethnic groups in proportion to the total school/college district population. Efforts to recruit these populations will be documented throughout the year.

Occupational Competency Attainment

Measure 4: Vocational program completers will attain critical occupational competencies in their program of study.

Standard 4: Vocational program completers will attain 100 percent of those occupational competencies determined to be critical for employment. The school/college district will determine those critical competencies and the attainment level for each competency.

Scope: All completers of vocational programs will be tested on critical occupational competencies prior to completion of or immediately following completion of their vocational program area.

Methods: For each vocational program, the school/college district will determine a validated list of the critical occupational competencies and the attainment level necessary for employment.

Placement

Measure 5: Vocational program completers will be placed within one year of graduation.

Standard 5: Excluding those not seeking employment and those unable to be located, 90 percent of vocational program completers will be placed within one year in:

- Related Employment
- Non-related Employment
- Military
- Continuing Education

Scope: All completers of vocational programs will report their employment or educational status one year following completion of the vocational program.

Methods: Each individual who completed a vocational program will be contacted to determine employment, including self-employment, or educational status. The determination of related or non-related employment will be made by the school district or community college based upon the description of the information provided by the program completer. In the event that an individual is attending school and is employed, the program completer will be asked to identify the major emphasis.

Student Satisfaction (Before Graduation)

Measure 6: Vocational program students, during their last term before graduation, will indicate their satisfaction with their occupational and academic preparation.

Standard 6: Eighty (80) percent of vocational program students will rate their preparation as satisfactory or better on the following:

- Job skill development/improvement.
- Goal achievement.
- Positive work attitude development.
- Provision of occupational and academic competencies (specify).
- Educational foundation for further learning.

Scope: All vocational program students will report on their satisfaction with their program during their last term before graduation.

Methods: Each school/college district will develop and implement methodology and instrumentation (incorporating the statements above) for assessing each student's satisfaction with his/her last term before graduation.

Student Satisfaction (After Graduation)

Measure 7: Vocational program completers will indicate satisfaction with their occupational and academic skills.

Standard 7: Ninety (90) percent of vocational program completers employed (full or part-time) in related field will rate their preparation as satisfactory or better on the following:

- Preparation for chosen occupational area.
- Improvement of on-the-job performance.
- Provision of opportunity for advancement or increased responsibility on-the-job.
- Educational foundation for further learning.

Scope: All completers of vocational programs will report on their satisfaction with their program one year following completion of the vocational program.

Methods: Each school/college district will develop and implement methodology and instrumentation (incorporating the statements above) for assessing one year after graduation each vocational program completer employed in a related field in regard to his/her satisfaction with his/her vocational education program.

Employer Satisfaction

Measure 8: Employers will indicate their satisfaction with vocational program completers.

Standard 8: Ninety (90) percent of employers responding will rate vocational program completers as "Satisfactory or Better" on the following:

1) Producing quality work;
2) Observing job-related rules and regulations;
3) Working effectively with others in the workplace;
4) Demonstrating skills necessary to do the job for which prepared;
5) Demonstrating knowledge of the industry;
6) Demonstrating potential for advancement and /or increased responsibilities; and
7) Displaying initiative on-the-job.

Scope: The school/college district will submit on an annual basis the result of employers' satisfaction about the performance of completers on-the-job.

Methods: Employers of completers will be contacted by the school/college district using a survey instrument which includes, but is not limited to, those items listed under the standard. The data collected by the school/college district will be analyzed and summarized.

Retention

Measure 9: Students will be retained in vocational programs and make progress in meeting their occupational goal.

Standard 9:

Secondary: Excluding students who have transferred in an out of the school district, 80 percent of the students who enroll in a second unit of a vocational program will complete the program.

Postsecondary: Eighty (80) percent of the students who enroll in a vocational program with the intent of completing the program will complete it.

Scope: The school/college district will establish and maintain an individual basis the percent of individuals who have completed a vocational education program

Methods: Each school/college district will establish and maintain an individual record of students who enroll in, leave, or complete a vocational program.

Implementation

Implementation of this system will include vocational education programs operated by K-12 school districts and community colleges.

Family and Consumer Science programs at the secondary level will be excluded from the Placement and Employer Satisfaction standard. (The reason is that this program is designed to provide instruction of family, home, and consumer decisions rather than being occupationally oriented and preparing individuals for employment as the primary objective).

The initial implementation of each Standard and Measure will be piloted for one year then extended to programs with federal assistance for one year prior to full implementation for their entire state.

A single pool of institutions will be used throughout the pilot phases in order to assist in the trial and improvement of measurement and reporting procedures.

The pilot (first) year during which a Standard is to be measured will include 25 percent of each of the following institutional categories: LEA Consortia (48)—12 field test; Community College District (15)—4 in field test; Independent LEA (19)—5 in field test.

KANSAS

Secondary Measures and Standards

Contact: Craig Haugsness (913) 296-7285

Learning and Competency Gains

Measure 1: All vocational-technical students will demonstrate learning gains in math as measured by The Kansas State Assessment Instruments or a norm-referenced test such as the Iowa Test of Educational Development, or the Stanford Achievement Test.

Standard 1: On longitudinal tests, the average scores achieved on each post-test by vocational-technical students will match or exceed the average scores they achieved on the previous test.

Procedures: Different forms of the same test will be administered from year to year or in the fall and spring of the same year. The first test should be administered during the school year in which vocational-technical students are first identified, but no later than the 11th grade. The test administered, preferably norm-referenced, will be at the discretion of the individual building. The cost of purchasing and administering the tests will be borne by the individual building.

Year 2: add learning gains in language arts (reading, comprehension, writing).

Year 3: add learning gains in science.

The LEA will select one grade level to compile baseline data from a pretest with the intent that the same grade level will be tested each year. The pre-test and post-test mean percentile scores for secondary vocational-technical students must be reported. Vocational-technical students are identified as those students who select, upon enrollment each year in grade levels 9–12, a sequence of courses to achieve an occupational objective.

Student Competency Attainment

Measure 2: Vocational-technical program completers shall demonstrate competency in each of the following workplace skill areas: managing resources: time, participating as a team member, using computers to process information, decision making/problem solving.

Standard 2: Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies in the workplace skill areas enumerated in the measures column or those competencies designated on the IEP for students identified as being disabled.

Procedures: The Kansas Occupational Profiles developed by the Kansas Competency-Based Curriculum Center will be expanded to include the workplace skill areas enumerated in the measures column; the additions will be pilot tested, validated, tested for reliability, and revised as necessary. Individual schools will develop specific testing procedures to determine competency in each of the workplace skill areas for each vocational-technical program.

Year 2: add managing resources: material: interpreting/communicating information, listening skills, speaking skills, learning strategies.

Year 3: add managing resources: money, human, facility, exhibiting work ethics, demonstrating integrity/honesty, creative thinking–visualizing, using self-management skills—taking responsibility, exhibiting self-esteem.

Job or Work Skill Attainment

Measure 3: The vocational-technical student has achieved competency in an identified sequence of vocation-technical education courses as reported by occupational profiles or competency checklists completed by the instructors.

Standard 3: Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies designated for the program or those competencies designated on the IEP for students identified as being disabled.

Procedures: Occupational profiles or competency checklists will be used for all vocational-technical students as they progress through a vocational-technical program. Data on program completers will be reported to the state annually. K-VED forms will be revised and used as the source of data collection.

Year 2: Program competencies are validated by the program's Advisory Committee composed of members of business, industry, and former students.

Standard: One hundred percent of the competencies are validated by a minimum of two-thirds of the Advisory Committee membership every three years.

Procedures: A generic Advisory Committee form will be developed to assure program competencies have been validated.

Year 3: The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by employer survey forms.

Standard: Eighty percent of all program completers employed in areas related to their training will receive satisfactory ratings as reported by employer survey results.

Procedure: The annual employer survey form will be revised and used for assessing occupational skills and competencies. Employer surveys will be conducted annually for the previous year's program completers.

Retention

Measure 4: Vocational-technical students will earn a high school diploma or its equivalent.

Standard 4: The rate of graduation from high school for vocational-technical students will equal or exceed that of the general population from that building.

Procedures: K-VED forms must be revised to include graduation data.

Year 2: If vocational-technical graduation rate is lower than that of the general population from the building, a plan for improvement shall be developed.

Placement

Measure 5: Vocational-technical program completers are placed in jobs, pursuing additional education, or serving in the military as measured by an annual follow-up survey of the previous year's program completers.

Standard 5: Seventy percent of students completing a vocational-technical program will be employed, pursuing additional education, or serving in the military. If the rate of placement of special population vocational-technical students who are disabled, economically disadvantaged, or have limited English proficiency varies more than ten percent below the placement rate of non-special population vocational-technical students, a plan for improvement shall be developed.

Procedures: Vocational-technical student follow-up and K-VED reporting procedures are in place. K-VED forms will be revised so that placement rate comparisons can be made.

Incentives or Adjustments

Measure 6: Special population vocational-technical students receive needed supplementary services.

Standard 6: One hundred percent of all vocational-technical students from special education populations will have an IEP.

Procedures: IEP documents contain the supplementary services customized for each individual.

K-VED forms will be revised to include these data. Reporting systems need to be developed. Methods and procedures from other programs and departments will be used when appropriate.

Year 2: One hundred percent of the supplementary services provided to vocational-technical students from special populations will be documented.

Kansas Postsecondary Measures and Standards

Contact: Craig Haugsness (913) 296-7285

Learning and Competency Gains

Measure 1: Vocational-technical students enrolled in remedial courses will demonstrate learning gains by pre- and post tests.

Standard 1: Ninety-five percent of vocational-technical students who complete a remedial course will demonstrate gain on pre- and post tests.

Procedures: Instructors will develop individualized records of student performance. A form must be developed that will aggregate data for the state.

The postsecondary institutions have each established standards and policies for placement of individuals in remedial/developmental courses. Each of the postsecondary institutions provide skills assessment for its students. The assessment instruments used include, but are not limited to, the following: ACT, ASSET, CAPS, MAPS, SAT, CAT, TABE, and locally produced instruments.

Student Competency Attainment

Measure 2: Vocational-technical program completers shall demonstrate competency in each of the following workplace skills areas: managing resources: time, participating as a team member, using computers to process information, decision making/ problem solving.

Standard 2: Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies in the workplace skill areas enumerated in the measures column.

Procedures: The Kansas Occupational Profiles developed by the Kansas Competency-Based Curriculum Center will be expanded to include the workplace skill areas enumerated in the measures column; the additions will be pilot tested, validated, tested for reliability, and revised as necessary. Individual institutions will develop specific testing procedures to determine competency in each of the workplace skill areas for each vocational-technical program.

Year 2: Add managing resources: material, interpreting/communicating information—listening skills, speaking skills, listening skills, learning strategies.

Year 3: Add managing resources: money, human, facility, exhibiting work ethics—demonstrating honesty/integrity, creative thinking—visualizing, using self-management skills—taking responsibility, exhibiting self-esteem.

Job or Work Skill Attainment

Measure 3: The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by occupational profiles or competency checklists completed by the instructors.

Standard 3.1: Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies designated for the program or those competencies designated for students identified as being disabled.

Standard 3.2: One hundred percent of the competencies are validated by a minimum of two-thirds of the Advisory Committee membership every three years.

Standard 3.3: Eighty percent of all vocation-technical program completers employed in areas related to their training will receive satisfactory ratings as reported by employer survey results.

Procedures: Occupational profiles or competency checklists will be used for all vocational-technical students as they progress through a vocational-technical program. Data on program completers will be reported to the state annually. K-VED forms will be revised and used as the source of data collection. A generic Advisory Committee form will be developed to assure program competencies have been validated. The annual employer survey form will be revised and used for assessing occupational skills and competencies. Employer surveys will be conducted annually for the previous year's program completers.

Year 2: Program competencies are validated by the program's Advisory Committee composed of members of business, industry, and former students.

Year 3: The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by employer survey forms.

Placement

Measure 4: Vocational-technical program completers are placed in jobs, pursuing additional education, or serving in the military as measured by an annual follow-up survey of the previous year's program completers.

Standard 4: Seventy percent of students completing a vocational-technical program will be employed, pursuing additional education, or serving in the military.

Procedures: Vocational-technical student follow-up and K-VED reporting procedures are in place.

Incentives or Adjustments

Measure 5: Vocational-technical students in need of remedial courses will be identified by appropriate assessment instruments/procedures.

Standard 5: All vocational-technical students who score below specified criteria will be provided the opportunity to enroll in remedial courses. Students who meet the above criteria will be directed to outside agencies for additional help, i.e., JTPA, Rehabilitation, etc.

Procedures: Criteria must be established and promulgated for determining students who are recommended to enroll in remedial courses.

Year 2: Special population vocational-technical students receive needed supplementary services.

Standard: One hundred percent of the supplementary services provided to vocational-technical students from special populations will be documented.

Procedures: A generic form will be developed and data will be aggregated at the state level. Reporting systems need to be developed. Methods and procedures from other programs and departments will be used when appropriate.

Below Information for both Secondary and Postsecondary

Special Populations

See measure 6 sec and 5 psec above—remedial coursework. Data collected on the number of special populations receiving supplementary services, enrolled in remedial/developmental courses, and referred to other agencies (JTPA, Rehabilitation Services). Institutions must identify their special populations by the definitions provided.

Secondary weights enrollment as an incentive to enroll special population.

A Supplementary Services Checklist is to be filled out by LEAs on each Special Population student.

Local Modifications

There will be no local modifications this year.

Implementation

All vocational education programs will be evaluated with performance measures and standards. See the procedures under each measures and standard. A reporting worksheet/format has been created on the data requirements. Regional inservices will be held in fall 1992 to assist school districts and institutions in understanding how to collect the required data.

Coordination

Standard 5 contains "Students who meet the above criteria will be directed to outside agencies for additional help, i.e., JTPA, Rehabilitation, etc." Institutions must keep track of the number of special populations referred.

KENTUCKY

Secondary Measures and Standards

Contact: Jim Byford (502) 564-3662

Basic and Advanced Academic Skills

Standard 1: Students enrolled in vocational-technical education show progress in basic and advanced academic skills.

Measure 1: The average score of vocational-technical students shows an increase on basic and advanced skills at the 12th grade level. 1992-93 school year results will serve as the base year. (Progress/increase will be based on baseline data of 1992-93.)

12th Grade
___ % 1993
___ % 1994
___ % 1995
___ % 1996

Suggested Documentation: (1) Individual student assessment results from Kentucky Instruction Results Information System (KIRIS). (2) Student portfolio that includes accomplishments in vocational courses.

Guidance and Counseling

Standard 2: Guidance and counseling services are provided to all vocational-technical students.

Measure 2: Student assessment of learning styles and interest surveys completed prior to entering a vocational-technical program.

Prior to the ninth grade, the district provides to all students and parents information regarding vocational-technical opportunities and eligibility requirements for enrollment in vocational-technical programs.

Suggested Documentation: (1) Assessments results on file for each student; (2) Career/transitional plan for each student with a planned course of study; (3) Individual Education Plan (IEP) with vocational-technical components for students with disabilities; (4) Copies of student handbooks and other notification of career opportunities disseminated to students, parents/guardians.

Occupational Competency

Standard 3: Students enrolled in occupationally specific programs will maintain a minimum 2.0 GPA in vocational-technical courses.

Measure 3: Performance in competency attainment.

Suggested Documentation: Transcripts.

Completion Rate

(Phase in for 1993-94)

Standard 4: The completion rate of student enrolled in vocational-technical, special vocational and nontraditional programs will increase ___ % each year until it reaches or exceeds ___ % (1992-93 school year will be base year). Rate of increase and target percentage to be determined by end of 1992-93 school year.

Measure 4: The completion rate percentage is calculated based on all students who exit except transfers.

Year	% Completion	% Increase
1992-1993	_____	_____
1993-1994	_____	_____
1994-1995	_____	_____
1995-1996	_____	_____

Suggested Documentation: (1) Student competency folders, (2) Vocational rosters, (3) VESIS reports.

Placement

Standard 5: The placement rate for students completing vocational-technical programs will increase 5% each year until it reaches 90% (1991-92 will be base year).

Measure 5: Students make a successful transition to additional training or education, the military, or work.

Suggested Documentation: (1) Initial follow-up of vocational-technical students. (2) Follow-up data- KERA.

Collaboration Between Vocational Education and Other Agencies

Standard 6: Collaboration exists between vocational-technical education and other federal programs to promote and facilitate the provision of programs, services, and activities for special populations.

Measure 6: Written documentation exists for site coordination between vocational-technical education and other federal programs.

Suggested Documentation: (1) Collaborative programs, services, and activities are identified and operational such as JTPA, Chapter I, and community based organizations. (2) Formal documentation exists for site coordination.

Special Needs Population

Standard 7: The percentage of individuals who are members of special populations enrolled in vocational-technical programs is proportionate to the percentage of special populations in the general student population (grade 9–12).

Measure 7: Access for special populations.

Suggested Documentation:

___ Percentage of special populations enrolled in the school.
___ Percentage of special populations enrolled in vocational-technical programs.

Gender Mix

Standard 8: Increase nontraditional enrollment by program by increments ranging from one through four percent over a four-year period. 1991-92 will be base year. Seventy-five percent of programs must show progress.

Measure 8: Access for gender equity.

Year	Program Name	Total Enroll.	Nontrad. Enroll.	Percent Change
1991-92				
1992-93				
1993-94				
1994-95				
1995-96				

Suggested Documentation: (1) Vocational rosters (2) VESIS rosters.

Retention

(Phase in for 1993-94)

Standard 9: The rate of graduation from high school for vocational-technical students will equal or exceed that of the general population of the school.

Measure 9: Retention rate of vocational-technical students.

Suggested Documentation: KERA data.

Incentives, Adjustments, and Modifications

Placement Rates:

SECONDARY: Regular weight of 1.0 for related employment.
Regular weight of 1.0 for continuing education.
Regular weight of 1.0 for nonrelated employment.

Students with Disability or in Corrections Programs: Nontraditional	Weight of 2.0 for related employment. Weight of 2.0 for continuing education. Weight of 2.0 for nonrelated employment. Weight of 2.0 for related employment. Weight of 2.0 for continuing education. Weight of 1.0 for nonrelated employment.

Kentucky Postsecondary Measures and Standards

Contact: Jim Byford (502) 564-3662

Basic and Advanced Academic Skills

Standard 1.1: Basic - 70% of students enrolled in remedial/developmental programs will maintain a minimum 2.0 GPA for these courses.

Standard 1.2: Advanced - 70% of students enrolled in a vocational-technical program will maintain a minimum of 2.0 GPA in academic courses above the remedial/developmental level.

Measure 1: Demonstrate gain and achievement of basic and more advanced academic skills.

Suggested Documentation: Transcripts.

Guidance and Counseling

Standard 2: Guidance and counseling services are provided to all vocational-technical students.

Measure 2: Student assessment of learning styles and interest surveys available to students prior to entering vocational-technical program.

Suggested Documentation: (1) Assessment results/counselor documentation on file for students; (2) Career plan for each student with a planned course of study; (3) IWRP (required for students with disabilities); (4) Copies of student handbooks and other notification of career opportunities disseminated to interested students.

Occupational Competency/Progress

Standard 3: Students enrolled in a vocational-technical specific program will maintain a minimum 2.0 GPA in vocational-technical courses.

Measure 3: Performance in competency attainment.

Suggested Documentation: Transcripts.

Completion Rate

(Phase in for 1993-94)

Standard 4: The completion rate of students enrolled in vocational-technical, special vocational and nontraditional programs increase __% each year until it reaches or exceeds __% (1992-93 school year will be base year). Rate of increase and target percentages to be determined by end of 1992-93 school year.

Measure 4: The completion rate percentage is calculated based on all students who exit except transfers.

Year	% Completion	% Increase
1992-1993	_____	_____
1993-1994	_____	_____
1994-1995	_____	_____
1995-1996	_____	_____

Suggested Documentation: (1) Student competency folders; (2) Vocational rosters; (3) Transcripts; (4) VESIS reports.

Placement

Standard 5: The placement rate for students completing programs will increase 5% each year until it reaches 90% (1991-92 will be base year).

Measure 5: Students make a successful transition to additional training or education, the military, or work.

Suggested Documentation: Initial follow-up of vocational-technical students.

Collaboration Between Vocational Education and Other Agencies

Standard 6: Collaboration exists between vocational-technical education and other federal programs to promote and facilitate the provision of programs, services and activities for special populations.

Measure 6: Written documentation exists for site coordination between vocational-technical education and other federal programs.

Suggested Documentation: (1) Collaborative program, services, and activities are identified and operational such as JTPA, Chapter I, ABE/GED, Rehabilitation, JOBS, and community based organizations. (2) Formal documentation exists for site coordination.

Special Needs Population

Standard 7: The percentage of individuals who are members of special populations enrolled in vocational-technical programs is proportionate to the percentage of special populations in appropriate age groups within the general populations.

Measure 7: Access for special populations.

Suggested Documentation:

___ Percentage of special populations in appropriate age groups within the general population.

___ Percentage of special populations enrolled in vocational-technical programs in the school.

Gender Mix

Standard 8: Increase nontraditional enrollment by program by increments ranging from one through four percent over a four-year period. 1991-92 will be base year. Seventy-five percent of programs must show progress.

Measure 8: Access for gender equity.

Year	Program Name	Total Enroll.	Nontrad. Enroll.	Percent Change
1991-92				
1992-93				
1993-94				
1994-95				
1995-96				

Suggested Documentation: (1) Vocational rosters; (2) VESIS rosters.

Incentives, Adjustments, and Modifications

Placement Rates:

POSTSECONDARY:	Regular weight of 1.0 for related employment. Regular weight of 1.0 for continuing education. Regular weight of .75 for nonrelated employment.
Students with Disability or in Corrections Program:	Weight of 2.0 for related employment. Weight of 2.0 for continuing education. Weight of 1.5 for nonrelated employment.
Nontraditional	Weight of 2.0 for related employment. Weight of 2.0 for continuing education. Weight of .75 for nonrelated employment.

SECONDARY AND POSTSECONDARY

Special Populations

Measure 7 proportion of enrolled special populations in vocational-technical programs to the special populations in the general population. Measure 8 is about gender mix. Weighting for placement of students with disability, in correctional programs, or nontraditional.

Local Modifications

Adjustment for placement based on unemployment rate. If county/area unemployment rate exceeds statewide unemployment rate by at least 2%, then for each point above 2%, add 1% to calculated placement rate. (Use average annual unemployment rate for year in which follow-up was conducted.)

Implementation

See suggested documentation under each standard.

Coordination

Measure 6 specifically related to collaboration between vocational education and other agencies.

LOUISIANA

Secondary Measures and Standards

Contact: Florent Hardy (504) 342-3525 and Jerry O'Shee

Gains in Basic and Advanced Academic Skills

Measure 1: Academic gains in secondary vocational education programs will increase through the successful progression of a sequence of academic core courses or performance on proficiency examinations in basic and more advanced academic course skills at the sophomore level.

Standard 1.1: Secondary vocational students will demonstrate a successful progression through a sequence of academic core courses.

Standard 1.2: Assessment of secondary vocational students' academic gains shall be made utilizing the math, English/language arts, composition, science, and social studies components of the Louisiana Education Assessment Program (LEAP).

Provisions to be considered:

Adherence to standard testing conditions.

Use of a valid testing instrument.

Inclusion of the test items measuring basic skills applicable to the program.

Adjustments: At each assessment point vocational students will demonstrate a percentage (modified for special populations) of gain to be determined by the Local Education Authority.

Provisions to be considered for special populations:

1. Adherence to standard testing conditions appropriate to each vocational student's special needs.
2. Use of a valid testing instrument.
3. Inclusion of test items measuring basic skills applicable to the program.

Process:

1. To demonstrate proficiency, a vocational student must satisfy one of the following:

a. Earn a passing score in math, English/language arts, composition, science and social studies on the assessment instrument of the LEAP; or

b. Earn a passing score on a basic and advanced core academic examination; or

c. Receive advanced placement in a sequence of core academic courses as determined by the department chair; or

d. Be judged proficient by the department chair on the basis of a proficiency examination taken at another regionally accredited secondary school.

2. Collect and report basic and advanced academic skills data from the local secondary vocational director through reports furnished by the Louisiana Department of Education on the Vocational Education Data System (VEDS).

Competency and Job or Work Skill Attainment

Measure 2: Competency and job or work skill attainment in secondary vocational programs will increase through the successful progression of a sequence of academic and vocational course skills.

Standard 2.1: Students will demonstrate competency and job or work skill attainment through the successful progression of a sequence of academic and vocational courses.

Standard 2.2: Students who have completed occupational training will be competent in at least one occupation.

Standard 2.3: Competency will be reached when the student successfully demonstrates an understanding of all aspects of the industry the student is preparing to enter through all written and performance assessments prescribed by the sequence of academic and vocational courses.

Provisions to be considered:

1. Completion of occupational training will be determined by the department head of the secondary vocational program.
2. Adherence to standard assessment conditions.
3. Use of a valid assessment instrument.
4. Inclusion of test items measuring basic skills applicable to the program.

Adjustment: Each student who has completed occupational training under testing conditions appropriate to their special needs, using valid testing instruments, will be competent in at least one occupation.

Standard 2.4: Students will be provided a program of study to assess them in competency and job or work skill attainment through the successful progression through a sequence of academic and vocational courses.
Process:
1) Assessments and tests will be developed or selected, distributed, and scored by the secondary vocational program department chair or instructional staff.
2) Assessment of vocational student organizational written and performance activities will be selected and administered by the secondary vocational department chair or instructional staff.
3) Assessments and tests will be administered by the secondary vocational education program department chair or instructional staff.
4) Assessment and test cores will be analyzed by the secondary voc. program department chair or instructional staff.
5) School compares written and performance test results to report an increase (or decrease) in competency and job or work skill attainment.
6) Since the Annual School Report no longer collects data on Special Populations, each eligible recipient is to use percentages by Special Populations category times (x) the total Vocational Education Enrollment. The percentages to be used for Special Populations are:
a. Disabled (Handicapped) 4.70%
b. Economically Disadvantaged 35.00%
c. Academically Disadvantaged 30.30%
d. Limited English Proficient 1.10%
e. Foster Children 0.20%
f. Nontraditional 1.43%
The Office of Vocational Education has used the vocational Education Data System and Annual School Report to determine these data for the current year. Enrollment by parish/city school system for 1991-92 as determined from the annual school report.

Completion Rates

Measure 3: Gains will be made in the percentage of secondary vocational students who completed a sequence of academic and vocational courses and received a diploma or certificate of achievement.
Standard 3.1: Increases will be made in the number of students who complete an approved secondary vocational program of study with a diploma or certificate of achievement.
Standard 3.2: Decreases will be made in the number of students who exit an approved secondary vocational program of study before completion.
Process:
1) Comparative information will be maintained from year to year on the number of students who graduate from a secondary vocational program beginning with the 1992-93 school year.
2) Secondary vocational program completion rates will be determined by the school professional staff (principal, guidance counselor, department chair and/or instructional staff) and reported by the vocational director.
3) Retention rates will be determined by the secondary vocational program school professional staff (principal, guidance counselor, department chair and/or instructional staff) and reported by the vocational director.
4) Information will be obtained by comparing the number of students from the previous year who graduate from an approved secondary vocational program beginning with the 1992-93 school year.

Placement

Measure 4: Gains will be made in the percentages of students placed in additional training/education, employment, or the military.

Standard 4: Increases will be made in the number of students who complete secondary vocational programs and are placed in additional training/education, military, or employment.

Process:

1) Student Completion/Follow-Up Reports to be submitted by the school and collected by the secondary vocational education director and submitted to LOVE through the Vocational Education Data System (VEDS).

2) Follow up data from employers collected by the secondary vocational education professional staff and/or vocational director and submitted to LOVE through the Vocational Education Data System (VEDS).

3) Local program demographics compared to total school demographics for special populations including race, gender, individuals with disabilities, etc. collected by the secondary vocational education professional staff and/or vocational director and submitted to LOVE through the Vocational Education Data System (VEDS).

Technical Institute Programs Measures and Standards

Contact: Florent Hardy (504) 342-3525 and Jerry O'Shee

Gains in Basic and Advanced Academic Skills

Measure 1: Academic gains in postsecondary vocational education programs will increase through the successful progression of a sequence of academic core courses or performance on proficiency examinations in basic and more advanced academic course skills at the advanced student level.

Standard 1.1: At the advanced student level, students will demonstrate a successful progression through a sequence of academic core courses.

Standard 1.2: At the advanced student level, assessment of student academic gains shall be made utilizing the math, English, and reading components of the Test of Adult Basic Education (TABE).

Provisions to be considered:

1. Adherence to standard testing conditions.
2. Use of a valid testing instrument.
3. Inclusion of test items measuring basic skills applicable to the program.

Adjustments: At each assessment point each student will demonstrate a modified percentage of gain (modified for special populations) to be determined by the postsecondary technical institute and approved by the postsecondary regional office.

Provisions to be considered for student's special needs:

1. Adherence to standard testing conditions appropriate to each student's special needs.
2. Use of a valid testing instrument.
3. Inclusion of test items measuring basic skills applicable to the program.

Process:

1. To demonstrate proficiency, a student must satisfy one of the following:
   a. Earn a passing score in the math, English and reading components of the assessment instrument of the TABE; or
   b. Earn a passing score on a basic and advanced core academic examination; or
   c. Receive advanced placement in a sequence of core courses as determined by the Student Personnel Office; or
   d. Be judged proficient by the Student Personnel Services Officer the basis of a proficiency examination taken at another regionally accredited postsecondary institute.
2. Collect and report basic and advanced academic skills data by the postsecondary technical institute from data furnished by the professional staff (department chair or instructional staff) and reported to the Louisiana Office of Vocational Education (LOVE) on the Vocational Education Data System (VEDS).

Competency and Job or Work Skill Attainment

Measure 2: Competency and job or work skill attainment in postsecondary vocational programs will increase through the successful progression of a sequence of academic and vocational course skills.

Standard 2.1: Students will demonstrate competency and job or work skill attainment through the successful progression through a sequence of academic and vocational courses.

Standard 2.2: Students who have completed occupational training will be competent in at least one occupation.

Standard 2.3: Competency will be reached when the student successfully passes a written assessment and performance assessment prescribed by the sequence of academic and vocational courses.

Provisions to be considered:

1. Completion of occupational training will be determined by the vocational department head of the postsecondary vocational program.
2. Adherence to standard assessment conditions.
3. Use of a valid assessment instrument.
4. Inclusion of test items measuring basic skills applicable to the program.

Adjustment: Each student who has completed occupational training under testing conditions appropriate to their special needs and using valid testing instruments will be competent in at least one occupation.

Process:

1. Assessment and test will be developed or selected, distributed, and scored by the postsecondary vocational program department chair or instructional staff.
2. Assessments and tests will be administered by the postsecondary vocational program department chair or instructional staff.

3. Assessment and test scores will be analyzed by the postsecondary vocational program department chair or instructional staff and recorded on the Student Competency Records, SCR; Report Cards; Grade Sheets; and/or Permanent Record Cards (Start September, 1992).
4. The professional staff compares this year's written and performance test results with last year's to determine increase in attainment of measures of performance (Start September, 1992).

Completion Rates

Measure 3: Gains will be made in the percentage of postsecondary vocational students who completed a sequence of academic and vocational courses and received a diploma and/or gained employment.
Standard 3.1: Increases will be made in the percentage of students who complete an approved postsecondary vocational program of study with a diploma and/or gained employment.
Standard 3.2: Decreases will be made in the number of students who exit an approved postsecondary vocational program of study before completion.
Process:
1. Comparative information will be maintained from year to year on the number of students who complete a postsecondary vocational program beginning with the 1992-93 school year.
2. Completion rates for the postsecondary vocational program will be determined by the professional staff (department chair and/or instructional staff) and reported by the department chair.
3. Retention rates will be determined by the professional staff (department chair and/or instructional staff) and reported by the department chair.
4. Information will be obtained by comparing the number of students from the previous year who complete an approved postsecondary vocational program beginning with the 1993-94 school year.

Placement

Measure 4: Gains will be made in the percentages of students placed in additional training/education, employment, or the military.
Standard 4: Increases will be made in the number of students who complete postsecondary vocational programs and are placed in additional training/education, military, or employment.
Process:
1. Student Completion/Follow-Up Reports will be submitted by the technical institute and collected by the postsecondary vocational department chair and/or the professional staff and submitted by the vocational director to LOVE through the Vocational Education Data System (VEDS).
2. Follow up data from employers will be collected by the postsecondary vocational department chair and/or professional staff and submitted by the vocational director to LOVE through the Vocational Education Data System (VEDS).
3. Local program demographics compared to total technical institute demographics for special populations including race, gender, individuals with disabilities, etc. will be collected by the postsecondary vocational department chair and/or professional staff and submitted by the vocational director to LOVE through the Vocational Education Data System (VEDS).

Institutes of Higher Education Measures and Standards

Contact: Florent Hardy (504) 342-3525 and Jerry O'Shee

Gains in Basic and Advanced Academic Skills

Measure 1: Academic gains in associate degree programs will increase through the successful progression of a sequence of academic core courses of performance on proficiency examinations in basic and more advanced academic course skills at the sophomore level.
Standard 1.1: At the sophomore level, students will demonstrate a successful progression through a sequence of academic core courses.
Standard 1.2: At the sophomore level, assessment of student academic gains shall be made utilizing instruments such as the Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test, the CAAP Mathematics Skills Test, the College Level Examination Program (CLEP), College Composition with Essay, CLEP College Algebra, Tech-prep participation, the ACT scores, etc.

Provisions to be considered:
1. Adherence to standard testing conditions.
2. Use of a valid testing instrument.
3. Inclusion of test items measuring basic skills applicable to the program.

Adjustments: At each assessment point students will demonstrate a modified percentage (modified for special populations) of gain to be determined by the institution of higher education.

Provisions to be considered for student's special needs:
1. Adherence to standard testing conditions appropriate to each student's special needs.
2. Use of a valid testing instrument.
3. Inclusion of test items measuring basic skills applicable to the program.

Process:
1. To demonstrate proficiency, a student must satisfy one of the following:
   a. Earn a passing score on the Collegiate Assessment of Academic Proficiency (CAAP) examination; or
   b. Earn a passing score on a basic and advanced core academic examination; or
   c. Receive advanced placement in a sequence of core sources as determined by the Academic Department; or
   d. Be judged proficient by the Head of the Academic Department on the basis of a proficiency examination taken at another regionally accredited college or university.
2. Collect and report basic and advanced academic skills data by the institution of higher education from data furnished by the professional staff (department chair or instructional staff) and reported to the Louisiana Office of Vocational Education (LOVE) on the Vocational Education Data System (VEDS).

Competency and Job or Work Skill Attainment

Measure 2: Competency and job or work skill attainment in associate degree programs will increase through the successful progression of a sequence of academic and vocational course skills at the sophomore level.

Standard 2.1: At the sophomore level, students will demonstrate competency and job or work skill attainment through the successful progression through a sequence of academic and vocational courses.

Standard 2.2: Students who have completed occupational training will be competent in at least one occupational area.

Standard 2.3: Competency will be reached when the student successfully demonstrates an understanding of all aspects of the industry the student is preparing to enter (as defined on page 2) through all written and performance assessments prescribed by the sequence of academic and vocational courses.

Provisions to be considered:
1. Completion of occupational training will be determined by the vocational department head of the associate degree program.
2. Adherence to standard assessment conditions.
3. Use of a valid assessment instrument.
4. Inclusion of test items measuring basic skills applicable to the program.

Adjustment: Each student who has completed occupational training under testing conditions appropriate to their special needs and using valid testing instruments will be competent in at least one occupation.

Process:
1. Assessments and tests will be developed or selected, distributed, and scored by the associate degree program department chair or instructional staff.
2. Assessments and tests will be administered by the associate degree program department chair or instructional staff.
3. Assessment and test scores will be analyzed by the associate degree program department chair or instructional staff.
4. The professional staff compares written and performance test results to determine increase in attainment of measures of performance.

Completion Rates

Measure 3: Gains will be made in the percentage of students who complete an associate degree.
Standard 3.1: Increases will be made in the percentage of students who complete an approved associate degree.
Standard 3.2: Decreases will be made in the number of students who exit an approved associate degree program before completion.
Process:
1. Comparative information will be maintained from year to year on the number of students who graduate from an associate degree program beginning with the 199293 school year.
2. Completion rates for the associate degree program will be determined by the professional staff (department chair and/or instructional staff) and reported by the department chair.
3. Retention rates will be determined by the professional staff (department chair and/or instructional staff) and reported by the department chair.
4. Information will be obtained by comparing the number of students from the previous year who graduate from an approved associate degree program beginning with the 1993-94 school year.

Placement

Measure 4: Gains will be made in the percentages of students placed in additional education, employment, or the military.
Standard 4: Increases will be made in the number of students who complete associate degree programs and are placed in additional education, military, or employment.
Process:
1. Student completion/Follow-Up Reports will be submitted by the school and collected by the associated degree department chair and/or the professional staff and submitted to LOVE through the Vocational Education Data System (VEDS).
2. Follow up data from employers collected by the associate degree department chair and/or professional staff and submitted to LOVE through the Vocational Education Data System (VEDS).
3. Local program demographics compared to total school demographics for special populations including race, gender, individuals with disabilities, etc., are collected by the associate degree department chair and/or professional staff and submitted to LOVE through the Vocational Education Data system (VEDS).

Tech-Prep Measures and Standards

Contact: Florent Hardy (504) 342-3525 and Jerry O'Shee

Basic and Advanced Academic Skills at the Secondary Education Level

Measure 1: Academic gains in secondary vocational education programs (basic and tech-prep) will increase through the successful progression of a sequence of academic core courses or performance on proficiency examinations in basic and more advanced academic course skills at the sophomore level.
Standard 1.1: Secondary vocational students will demonstrate a successful progression through a sequence of academic core courses.
Standard 1.2: Assessment of secondary vocational students' academic gains shall be made utilizing the math, English/language arts, composition, science and social studies components of the Louisiana Education Assessment Program (LEAP).
Provisions to be considered:
1. Adherence to standard testing conditions.
2. Use of a valid testing instrument.
3. Inclusion of test items measuring basic skills applicable to the program.
Adjustments: At each assessment point each student will demonstrate a percentage (modified for special populations) of gain to be determined by the Parish/City School Systems.
Provisions to be considered for special populations:
1. Adherence to standard testing conditions appropriate to each student's special needs.
2. Use of a valid testing instrument.
3. Inclusion of test items measuring basic skills applicable to the program.

Process:
1. To demonstrate proficiency, a student must satisfy one of the following:
   a. Earn a passing score in math, English/language arts, composition, science and social studies on the assessment instrument of the LEAP.
   b. Earn a passing score on a basic and advanced core academic examination; or
   c. Receive advanced placement in a sequence of core academic courses as determined by the department chair; or
   d. Be judged proficient by the Head of the Department on the basis of a proficiency examination taken at another regionally accredited secondary school.
2. Collect and report basic and advanced academic skills data by the tech-prep coordinator from reports furnished by the Louisiana Department of Education on the Vocational Education Data System (VEDS).

Competency and Job or Work Skill Attainment

Measure 2: Competency and job or work skill attainment will increase through the successful progression of a sequence of academic and vocational course skills.
Standard 2.1: Students will demonstrate competency and job or work skill attainment through the successful progression through a sequence of academic and vocational courses.
Standard 2.2: Students who have completed occupational training will be competent in at least one occupation.
Standard 2.3: Competency will be reached when the student successfully demonstrates an understanding of all aspects of the industry the student is preparing to enter through all written and performance assessments prescribed by the sequence of academic and vocational courses.
Provisions to be considered:
1. Completion of occupational training will be determined by the department head of the vocational program.
2. Adherence to standard assessment conditions.
3. Use of a valid assessment instrument.
4. Inclusion of test items measuring basic skills applicable to the program.

Adjustment: Each student who has completed occupational training under testing conditions appropriate to their special needs, using valid testing instruments, will be competent in at least one occupation.
Standard 2.4: Students will be provided a program of study to assist them in competency and job or work skill attainment through the successful progression through a sequence of academic and vocational courses.

Process:
1. Assessments and tests will be developed or selected, distributed, and scored by the vocational program department chair or instructional staff.
2. Assessment of vocational student organizational written and performance activities will be selected and administered by the vocational department chair or instructional staff.
3. Assessments and tests will be administered by the vocational education program department chair or instructional staff.
4. Assessment and test scores will be analyzed by the secondary vocational program department chair or instructional staff.
5. The tech-prep coordinator and the school staff compare written and performance test results to determine increase in attainment of measures of performance.
6. Since the Annual School Report no longer collects data on Special Populations, each eligible recipient is to use percentages by Special Population category times (x) the total Vocational Education Enrollment. The percentages to be used for Special Populations are:
   a. Disabled (Handicapped) 4.70%
   b. Economically Disadvantaged 35.00%
   c. Academically Disadvantaged 30.30%
   d. Limited English Proficient 1.10%
   e. Foster Children 0.20%
   f. Nontraditional 1.43%

The Office of Vocational Education has used the Vocational Education Data System and the Annual School Report to determine this data for the current year. Enrollment by parish/city school systems for 1991-1992 as determined from the annual school report.

Completion Rates

Measure 3: Gains will be made in the percentage of tech-prep students who complete a sequence of academic and vocational courses and received a high school diploma and subsequently graduate from a two year certificate or associate degree program.
Standard 3.1: Increases will be made in the number of students who complete an approved tech-prep program of study with a diploma.
Standard 3.2: Decreases will be made in the number of students who exit an approved tech-prep program of study before completion.
Standard 3.3: Increases will be made in the number of students who graduate from an approved certificate program or an approved associate degree program.
Standard 3.4: Decreases will be made in the number of students who exit an approved certificate program or an approved associate degree program.
Process:
1. Comparative information will be maintained from year to year on the number of students who graduate from a tech-prep program beginning with the 1992-93 school year.
2. Completion rates for the tech-prep program will be determined by the secondary vocational program professional staff (principal, guidance counselor, department chair and/or instructional staff) and by the postsecondary professional staff and reported by the tech-prep coordinator.
3. Retention rates will be determined by the secondary vocational program professional staff (principal, guidance counselor, department chair and/or instructional staff) and by the postsecondary professional staff and reported by the tech-prep coordinator.
4. Information will be obtained by comparing the number of students who graduate from an approved certificate program or an approved associate degree program beginning with the 1993-94 school year.

Placement

Measure 4: Gains will be made in the percentages of students placed in additional training/education, employment, or the military.
Standard 4.1: Increases will be made in the number of students who complete tech-prep programs and are placed in additional training/education, military or employment.
Process:
1. Student Completion/Follow-Up Reports to be submitted by the school and collected by the secondary vocational education director and submitted by the tech-prep coordinator to LOVE through the Vocational Education Data System (VEDS).
2. Follow-up data from employers collected by the secondary vocational education professional staff and/or vocational director and reported by the tech-prep coordinator to LOVE through the vocational Education Data System (VEDS).
3. Local program demographics compared to total school demographics for special populations including race, gender, individuals with disabilities, etc. collected by the secondary vocational education professional staff and/or vocational director and reported by the tech-prep coordinator to LOVE through the Vocational Education Data System (VEDS).

Special Populations

Weighting is used for Special Populations in the area of competency attainment.

Implementation

Data system completion forms developed with an entire list of definitions. See the above processes under each set of measures and standards.

Meeting held November 4 and 5 for five administrators from each level to prepare a procedures manual.

Vocational student is a student with at least one vocational class.

Coordination

Additionally, Louisiana has a set of measures and standards for Community based Organizations.

MAINE

Secondary and Postsecondary Measures and Standards

Contact: Christopher Lyons (207) 289-5854/Gary Crocker (207) 289-1070

Achievement of Basic and Advanced Academic Skills

Measure 1: Test of Adult Basic Education (TABE) scores.

Standard 1: Successful completers of vocational courses of study should attain scores on the complete battery of Test of Adult Basic Education, Level A (advanced), equal to or exceeding the established national norms for vocational-technical program participants. In the case of students whose pretest scores indicate that matching or exceeding national norms is an unrealistic expectation within the time frame of their program participation, individualized goals may be developed representing significant increases in academic achievement and personal growth in basic skills.

Scope: All vocational courses of study.

Method: The complete TABE battery should be administered to all entering vocational students, regardless of course of study or program, with the level appropriate for each individual determined through use of the TABE Locator Test. Students exiting from vocational programs should take the complete Level A (advanced) battery during their last semester. As appropriate, local may adapt the program-specific TABE norms used by the employment and training community.

Attainment of Basic Employment, Career, and Workplace Skills

Measure 2: JAG Employment Competency Test scores.

Standard 2: Successful completes of vocational courses of study should attain at least the minimum benchmark score of 70% on each of the three sections of the Employment Competency Test developed by the Jobs for America's Graduates school-to-work transition program.

Method: Following standard JAG procedures, the Jobs for America's Graduates Competency test of 30 employment and career related basic skills should be administered as a pre-test to all entering vocational students, regardless of course of study or program. Exiting student should be retested during their last semester. Application of this standard is optional for programs utilizing a competency-based curriculum which includes a comparable spectrum of employment and career-related basic skills.

Scope: All courses of study; optimal for Occupational & Technical Education.

Acquisition of Entry-Level Occupational & Industrial Competencies

Measure 3: Itemized Individual Competency Certificates.

Standard 3: Successful completers of occupationally-specific vocational education courses of study (both secondary and postsecondary) should have attained at least the minimum occupational and industrial competencies and other prerequisites necessary for entry level employment in their target occupations and industries.

Method: Based upon DACUM and accreditation standards, each exiting student should be awarded an itemized, verified, and documented individual certificate of competency, keyed to the specific requirements of the occupation and industry they plan to enter.

Minimum occupational competency requirements may also be established for completers of the secondary phase of a Technical Preparation course of study, as requirements for admission to the postsecondary phase of the program.

Scope: Occupational Preparation and Technical Education.

Successful Program Completion

Measure 4: Program completion certificates, diplomas, or degrees.

Standard 4: Discounting out-migrants, the student attrition rate in vocational education programs at all levels should not exceed 20% for the 1991-1992 school year, 15% for the 1992-93 school year.

Method: The Perkins Act presumes a close correspondence between the number of students who enroll in vocational programs, the number of successful completers, and the number of job openings for workers with occupational or technical training. Excessive attrition rates at either the secondary or postsecondary levels must be defined as unacceptable except in special circumstances.

Scope: All vocational courses of study.

High School Graduation, Completion, or Recovery

Measure 5: High school diplomas, certificates of completion, or GED certificates.

Standard 5: At least 90% of students enrolled in vocational education programs at the secondary level should graduate with their class. Before the end of the three-year follow-up period, the remaining 10% should: a. return to school and graduate; b. enroll in and successfully complete an adult diploma program; or, c. earn a GED certificate. All handicapped students enrolled in a special preparation program under vocational auspices should complete school prior to the statutory maximum age.

Method: In addition to offering strong incentives to remain in secondary school, secondary vocational programs cooperate fully with the dropout recovery programs of the Positive Action Committees of the sending schools.

Scope: All secondary vocational courses of study.

Related Postsecondary Program Enrollment

Measure 6: Maine Technical College System enrollment reports by program and social security number; 4-6 month follow-up enrollment statistics.

Standard 6: Within four to six months of graduation, at least 80% of successful completers of secondary Technical Preparation and Apprenticeship Preparation programs should matriculate in a corresponding Technical Education program offered by the Maine Technical College System (or other appropriate postsecondary vocational program provider) or be accepted into a formal apprenticeship training program registered with the Department of Labor.

Method: Social security numbers represent an ideal choice as standard student identifiers for educational institutions at all levels. Correlations between secondary program completion reports and postsecondary enrollment reports (organized by program and social security number) will constitute a basic measure of related postsecondary program enrollment rates for Technical Preparation programs. The 4-6 month follow-up system should have the capability to determine the status of any Technical Preparation student who does not enroll in the MTCS.

Scope: Technical Preparation only (secondary/postsecondary articulation).

Entered Appropriate Employment

Measure 7: 4-6 month follow-up employment statistics.

Standard 7: Within four to six months of graduation, at least 90% of completers of cooperative education, cluster vocational programs, and other broad career preparation programs at the secondary level should either: a. enter appropriate employment (i.e., in occupations for which formal or informal on-the-job training is the predominant mode of training, and which conform to the standard defined by Criteria of Program Quality #4); b. enroll in a postsecondary educational program, a registered apprenticeship program, or other training; or, c. enter a military service.

Scope: Secondary Career Preparation programs only.

Related Occupational Placement

Measure 8: 4-6 month follow-up placement statistics.

Standard 8: At least 75% of successful completers of specific occupational preparation programs at the secondary level should enter employment in a related occupation within four to six months of graduation. At least 80% of the remaining completers should enroll in a postsecondary educational program or other training program, or enter the military services.

At least 85% of successful completers of occupationally specific technical education programs at the postsecondary level should enter employment in a related occupation within four to six months of graduation. At least two-thirds of the remaining completers should enroll in a four-year baccalaureate degree program or other training program, or enter the military.

Method: Individual 4-6 month follow-up reports should be used to determine the occupational placement status of Occupational Preparation and Technical Education graduates.

Scope: Secondary Occupational Prep and postsecondary Technical Educational.

Entry Wage Differential Advanced Placement Status

Measure 9: 4-6 month follow-up wage and status statistics.
Standard 9: Successful completers of occupational preparation and technical education programs for those occupations for which formal training is a preferred but not mandatory prerequisite should enjoy a measurable wage differential or advanced placement status (or hiring advantage) relative to entry level workers without comparable training.
Method: Individual 4-6 month follow-up reports (or employer surveys) should be used to determine the earnings and placement status of Occupational Preparation and Technical Education completers.
Scope: Selected Occupational Preparation & Technical Education Programs.

Three-Year Positive Change of Status

Measure 10: Three-year follow-up wage and status statistics.
Standard 10: During the three-year follow-up period, at least 75% of successful completers of vocational education programs who enter the labor market upon graduation should experience a positive change in employment status in one or more of the following respects: a. increased hours of work; b. increased wages or earnings; c. increased responsibilities within a single job; or, d. job promotion or other career advancement.
Method: Individual 4-6 month and three-year follow-up reports should be used to determine earnings and placement status. However, implementation of this standard will be deferred pending a Departmental review of the feasibility of the measurement and the appropriateness of the time frame.
Scope: Occupational Preparation, Technical Education, Career Preparation.

Special Populations/Local Modifications

A. Within the overall framework of the Criteria of Program Quality adopted by the Maine State Board of Education, modifications to the ten statewide measures and standards of performance may be proposed based on local economic, geographic, or demographic factors.

B. Local modifications may include adjustments consistent with the unique or specific goals of programs designed to meet the needs of target groups or special populations, including adults in need of short-term training, retraining, or upgrading.

C. Individualized standards may be developed for special preparation programs for handicapped students who anticipate entry into a supported work or sheltered work environment, consistent with the goals of their individual education plans.

D. Local modifications may be developed using the "regression model" method developed by the U.S. Department of Labor, which generates unique employment and training program performance standards for each "Service Delivery Area" (SDA) under the Job Training Partnership Act (JTPA).

Training document sets ground rules for equal access, services for handicapped students, services for disadvantaged students, services for students entering nontraditional occupations as well as suggestions of support services.

Implementation

In process of modifying existing (secondary) Vocational Student Information System (SIS) and working with the Maine Technical College System to develop a new statewide (postsecondary) student information system.
Developing a uniform student and employer follow-up system to use with the class of 1991-92.

MARYLAND

Secondary Measures and Standards

Contact: Leo Lezzer (301) 333-2047

Skill Competency Attainment

Variable: Written Skill Competency and Performance Tests or Individualized Competency Certificates or Employability Profiles.
Data Elements: Number of students and the percentage attaining required competencies OR
Number of students and the percentage meeting minimum competency levels on employability profiles or competency certificates.
Standard 1: Not determined. However, in FY92 each LEA will assess each completer using either a local employability profile or the State profile (competency assessment—checklist on scale of 5). Beginning in FY93 pilot a statewide skill competency test in each LEA. By FY98, statewide skill competency assessment will be conducted for all occupational programs.

Postsecondary Status

Variable: Documented Employment or Education.
Data Elements: The number of graduates and the percentage who are: 1. Employed; 2. Continuing their education.
Standard 2: To be satisfactory, within one year of graduation the percentage of employed and/or continuing education students will be equal to the employment rate of the LEA.
To be excellent, the above rate will be one percent greater than the LEA employment rate.

Postsecondary Performance

Variable: Documented Employer Satisfaction or Educational Success.
Data Elements: Number and percentage of employers rating graduate employees as meeting minimum employment standards.
Number and percentage of graduates enrolled in a 2 or 4 year Maryland college who are in good standing.
Standard 3: Employer satisfaction — to be satisfactory, based upon employer follow-up survey, the reporting employers indicate that at least 92 percent of the employed completers meet or exceed minimum job requirements (gather and review data by social security number to see how well doing).
Educational satisfaction — to be satisfactory, those students continuously enrolled in a Maryland public postsecondary institution one year after graduation, ___ percentage will be considered in "Good Standing." Because there is no data (regarding "good standing") at this time, the data will be collected for one year prior to establishing a standard.

Assessed Student Knowledge

Variable: Maryland Functional Tests: Grade 11 status (need to pass to graduate).
Data Elements:
1. The number and percentage of 11th graders who have passed each of the Tests—mathematics, reading, writing, and citizenship—by the end of the school year.
2. The number and percentage of 11th graders who have passed all four Tests by the end of the school year.
3. The number of 11th graders exempted from taking each of the Tests.
4. The number of 11th graders refusing to take each of the Tests.

Standard 4: Excellent—99%; Satisfactory—97%

Variable: Maryland School Performance Assessment Program.
Data Elements:
1. The number and percentage of students in grades 3, 5, 8, and 11 achieving satisfactory performance levels of each of the criterion-referenced tests—mathematics, reading, writing/language usage, social studies, and science.
2. The number and percentage of students in grades 3, 5, 8, and 11 achieving excellent performance levels on each of the criterion-referenced tests—mathematics, reading, writing/language usage, social studies, and science.

Standard 5: to be determined.

Other Aspects of Student Attainment

Variable: High School Program Completion.
Data Elements:
1. The number and percentage of graduates who have completed course requirements that would qualify them for admission to the University of Maryland System.
2. The number and percentage of graduates who have completed an approved Career and Technology Education program.
3. The number and percentage of graduates who have met both of the above requirements. This is a subgroup of groups 1 and 2 above.
Standard 6.1: 42.5%
Standard 6.2: 17.5%
Standard 6.3: 2.4%

Postsecondary Decisions

Variable: Grade 12 Decisions: Relationship Between Preparation and Decisions.
Data Elements: The student's documented decision to: 1) Attend a four year college; 2) Attend a two year college; 3) Attend a specialized school or pursue specialized training; 4) Enter related employment; 5) Enter unrelated employment; 6) Enter the military; 7) other.
Standard 7: to be determined (relational % and # to student's preparation and postsecondary decision).

Student Participation

Variable: Dropouts.
Data Element: The number and percentage of students dropping out of school in grades 9 through 12 in a single year.
Standard 8: Excellent—no more that 1.25% of 9-12th graders dropout in a given year; Satisfactory—no more than 3% of 9-12th graders dropout in a given year.

Variable: Percent of Average Daily Attendance.
Data Elements:
1. The percentage average daily attendance of students, including ungraded special education students under age 12, attending school in all grades 1 through 6 regardless of school type. Summer school is excluded.
2. The percent of average daily attendance of students in grades 7 through 12, including ungraded special education students age 12 and over. Summer school in excluded.
Standard 9: 11th and 12th grades—Excellent 96% and Satisfactory is 94%.

Variable: Students Absent Fewer than 5 days.
Data Element: The number and percentage of students absent fewer than five days during the September to June school year. Summer school attendance is excluded.
Standard 10: % for the school that is fewer than 5 days absent and more than 2. No standard just reported %.

Community College Standards and Measures

Program Status

Variable: Enrollment.
Data Element: Number of students and the percentage enrolled over the past two years.
Standard 1: Enrollment has not decreased by more than 10% since previous year AND
Enrollment has not decreased by more than 10 students since previous year.

Skill Attainment

Variables: Awards (degrees & certificates), Licensure, and Certification.
Data Elements: Number and percentage of awards granted over the past two years AND
Number of completers who passed licensure or certification examinations.
Standard 2.1: Number of awards did not decrease more than 10% over the past two years.
Standard 2.2: Number of successful completers (on the first attempt) of licensing exams required for entry into practice did not decrease more than 10% over three years.

Completer Status

Variable: Documented Employment or Continuing Education.
Data Elements: The number and percentage of completers who are:
1. Employed; 2. Attending a 4 year college.
Standard 3.1: 95% of completers are employed, in military service, are not actively seeking employment, or have transferred to a 4-year college program.
Standard 3.2: 50% of completers are employed in related full-time jobs.
Standard Suggested Change: Within one year of completion of a certificate or degree program the percentage of completers who are employed, in military service, have transferred to a four year college program, or are not actively seeking employment will be equal to the employment rate of the LEA. (In cases where the community college serves more than one LEA, an average of the employment rates of the LEAs involved will be used.) AND
85% of the program completers, who are employed, are employed in related jobs.

Completer Satisfaction

Variable: Documented Completer Satisfaction or Educational Achievement.
Data Elements: Number and percentage of completers rating their employment as meeting standards
AND Number and percentage of completers enrolled in a 4 year Maryland public college.
Standard 4.1: 90% of completers surveyed who are enrolled in 4 year colleges rate their preparation at community colleges as satisfactory or better.
Standard 4.2: 90% of completers who are employed in a related field will rate their career preparation as satisfactory or better.
Standard 4.3: 90% of completers will report improvement of skills in the following areas: writing skills, math computation, science and technology, reading comprehension.

Employer Satisfaction

Variable: Document employer satisfaction
Data Element: The number and percentage of employers rating employees as meeting standards.
Standard 5: (Based on a statewide survey of employers every three years).
90% of employers surveyed rate completer technical preparations for employment as satisfactory or better AND 90% of employers surveyed rate completer academic skills (reading, writing, comprehension, math) preparation as satisfactory or better.

Special Populations

Maryland can disaggregate the performance of special populations for each measure and standard. Perkins schools spend funds of vocational support services for special populations.

Local Modifications

The measures and standards apply to everyone. There will be no local modifications.

Implementation

The secondary system fits into a much broader statewide accountability system than strictly vocational education performance measures and standards. Reporting forms already created. Local occupational educators were on the committee to develop reporting forms that then went to the Committee of Practitioners. Measures and standards were mailed to all superintendents and local directors before public hearings. Local directors meet at least twice a year.

Coordination

Committee of Practitioners includes a representative from the Office of Employment and Training (JTPA). JTPA standards were considered at a presentation by JTPA.

MASSACHUSETTS

One System

Contact: John Mc Donagh (617) 770-7380/Jim LiaBraaten (617) 863-1863

Secondary Measures and Standards

Measure 1: Completion Rates.
Purpose 1: To measure the effectiveness of the institution's assessment practices, support services, and other guidance and counseling functions.
Standard 1.1: Annual Completion Rate for all programs. At least 90% of the individuals enrolled in Perkins eligible programs for at least six months during the school year must complete their annual program of studies and be eligible to advance to the next level of education or to the workplace.
Standard 1.2: Annual graduation rate for high school students enrolled in Perkins eligible programs. At least 90% of the senior year students who have enrolled in Perkins eligible programs for at least two years will be graduated with both a high school diploma and a certificate of mastery for an occupation that signifies that the recipient is qualified for employment and for further learning experiences.
Notation: This is a new measure for all programs although the Department has recently focused considerable attention on dropout rates. The standards selected for this measure represent an estimate and take into account a combination of dropout rates and voluntary transfers between programs. This standard will be reviewed for adjustment following the first year of implementation.

Measure 2: Placement Rates.
Purpose 2: To measure the effectiveness of the service provider's education program and the school-to-work transition services.
Standard 2.1: At least 70% of program graduates will be placed within four months of graduation in a job related to the occupation of study, in the military, or in a postsecondary education program.
Standard 2.2: At least 90% of program graduates will be placed within four months of graduation in a job, in the military, or in a postsecondary education program.
Standard 2.3: Service providers must achieve at least a 65% response rate for placement report.

Notation: This measure has been used to evaluate Chapter 74 vocational-technical education programs. The standard of 70% related placement has been in place for Chapter 74 programs for several years. The standard of 90% for total placement is based upon a review of the past three years of Chapter 74 data. The standard of 65% response rate is based upon the statewide data on the follow-up of Chapter 74 completers over the past three years. These three standards and the placement measure will be new for non-Chapter 74 programs. The issue of related placement will be studied on a sampling basis during the 1992-1993 academic year.

Measure 3: Follow-up Rates.
Purpose 3: To measure the effectiveness of the service provider's education programs, including academic, occupational and responsibility skills certification.
Standard 3.1: Based upon a survey of graduates about 10 months following graduation, at least 60% of respondents must be in a job related to the occupation of study, in the military, or in full time study at a postsec. institution.
Standard 3.2: At least 90% of survey respondents must be employed, including military employment, or must be in a full time study at a postsecondary institution.
Standard 3.3: Service providers must achieve at least a 65% response rate of return for the follow-up report.
Important Note: Legislation has been recently signed by the Governor to modify Section 12, Chapter 62E of the General Laws to create a system for placement and follow-up of completers of workforce development programs, including vocational-technical education as part of the wage reporting system. This computerized system will match social security numbers of program completers to employment data files presently maintained by the Massachusetts Department of Revenue.
Notation: This measure has been in effect for Chapter 74 programs. In addition, special statewide follow-up studies were conducted in 1982 and 1987. The standards were each set based upon a review of the data from the past three years' follow-up results.
Both the placement and the follow-up measures may be affected by the expected implementation of a system to match wage records with completers of employment related education programs.

Measure 4: Competency Gain (1993-1994).

Measure 5: Competency Attainment (1993-1994).

Postsecondary Measures and Standards

Measure 1: Completion Rates.
Purpose 1: To measure the effectiveness of the institution's assessment practices, support services, and other guidance and counseling functions.
Standard 1.1: Annual Certificate/degree completion rate. At least 50% of the individuals enrolled in Perkins eligible programs on a full time basis beyond developmental courses (i.e., twelve credits or more per semester) for two consecutive years will complete a one year certificate in two years or less and/or will complete a two year certificate or degree in four years or less.
Notation: There is very little research available to establish standards for this measure, especially for community colleges. As the standard indicates, we will only count program enrollees who have completed 48 credits toward a certificate or degree. This standard will be reviewed for adjustment following the first year of implementation. We will also be working with the staff of the Higher Education Coordinating Council to avoid duplication of information requests; the federal "Right to Know" law may require similar data.

Measure 2: Placement Rates.
Purpose 2: To measure the effectiveness of the service provider's education program and the school-to-work transition services.
Standard 2.1: At least 90% of program graduates will be placed within four months of graduation in a job related to the occupation of study, in the military, or in a postsecondary education program.
Standard 2.2: Service providers must achieve at least a 65% response rate for placement report.
Notation: Although community colleges have placement offices, these institutions do not compile data on placement, with minor exceptions. We do have data on the one year follow-up of Chapter 74 postsecondary program completers and this standard is a statement of expectation that graduates of community college career programs will achieve similar placement results.

Measure 3: Follow-up Rates.
Purpose 3: To measure the effectiveness of the service provider's education programs, including academic, occupational and responsibility skills certification.
Standard 3.1: Based upon a survey of graduates about 10 months following graduation, at least 85% of respondents must be in a job related to the occupation of study, in the military, or in full time study at a postsecondary institution.
Standard 3.2: Service providers must achieve at least a 65% response rate of return for the follow-up report.
Important Note: Legislation has been recently signed by the Governor to modify Section 12, Chapter 62E of the General Laws to create a system for placement and follow-up of completes of workforce development programs, including vocational-technical education as part of the wage reporting system. This computerized system will match social security numbers of program completers to employment data files presently maintained by the Massachusetts Department of Revenue.
Notation: A few community colleges have completed special follow-up studies on career programs. The Chapter 74 postsecondary programs compile follow-up results on completers one year after graduation. This standard was set after a review of available data and will be subject to change after the first year's findings are reviewed. Both the placement and the follow-up measures may be affected by the expected implementation of a system to match wage records with completers of employment related education programs.

Measure 4: Competency Gain (1993-1994).
Measure 5: Competency Attainment (1993-1994).

For Both Secondary and Postsecondary:

Local Modifications

The State Plan requires a two stage review of local modification requests: (1) approval by the service provider's Perkins Act advisory committee and (2) approval by the Division of Occupational Education. Modify based on: (1) economic, demographic, or geographic factors; or (b) the characteristics of the populations to be served.

Implementation

System of performance measures and standards applies only to federal recipients. Experiencing resistance in regards to measuring competency gain at the community college level.

Coordination

One of the assignments of a research project that will be managed by Northeastern University during the next year is to analyze the relationship between the academic skills embedded in the 35 occupations and the academic skills measured by current statewide testing programs in Massachusetts. A second area of cooperation involves the placement and follow-up measures and a new effort led by the Mass Jobs Council to match employment data files with social security numbers of program completers.

MICHIGAN

Secondary Measures and Standards

Contact: Bill Weisgerber (517) 373-2780

Learning and Competency Gains

Standard/Measure 1: Vocational-technical students will do as well as the state average performance for all students on the MEAP mathematics, reading, and science assessments in 10th and 11th grade, respectively. Post-testing of these students in their 12th grade will demonstrate higher average scores in math, reading, and science.

1995 Standard/Measure: Vocational-technical students will do as well as the state average performance for all students on the MEAP mathematics, reading, and science assessments in 10th and 11th grade respectively. Post-testing of these students in their 12th grade will demonstrate higher average scores in math, reading, and science.

Clarification:

1. Pilot testing in 1991-92 will determine the appropriate post-test gain for this performance standard.
2. Pilot testing in 1991-92 will also compare post-test 12th grade scores for vocational-technical.

Retention

Standard/Measure 2: The retention rate for vocational-technical students will be equal to or greater than the state average retention rate for all high school students.

1995 Standard/Measure: The retention rate for vocational-technical students will be equal to or greater than the state average retention rate for all high school students.

Clarification:

1. The retention rates is the percentage of students in grades 9-11 last year who are still in school this year or have graduated, adjusted for student transfers.
2. Pilot testing in 1991-92 will help determine actual retention rates for students enrolled in vocational-technical education.
3. Retention data is collected statewide by the Michigan Department of Education on the Pupil Headcount Report.

Placement

Standard/Measure 3: 90% of all program completers of vocational-technical programs will be placed.

1995 Standard/Measure: 95% of all program completers of vocational-technical programs will be placed.

Clarification:

1. Placement includes related and unrelated, full and part-time employment, continuing education, and military service.
2. Program completers are locally determined and reported on form VE-4301, Enrollment and Termination Report.
3. Placement status is determined from the annual follow-up of all secondary vocational-technical education program completers.

Competency Attainment or Job or Work Skill Attainment

Standard/Measure 4: 70% of all vocational-technical enrollees will complete their programs.

1995 Standard/Measure:

1. 90% of vocational-technical enrollees will complete their program.
2. Vocational-technical students will be assessed using standardized assessments covering foundation skills established by business and industry for all vocational-technical clusters.
3. Consumer Home Economic students will be assessed on outcome-based competency tests.

Clarification:

1. Enrollees and program completers are reported on form VE-4301, Enrollment and Termination Report.
2. Standardized assessments in VTE are yet to be developed for each core content area.
3. Pilot testing will occur in 1991-92 in Consumer Home Economics with the competency tests already developed to determine performance standards.
4. Student completer status assumes competency to a level necessary for attainment of a marketable/employable skill.

Tech Prep

Standard/Measure 5: Percentage of the total 7-12 enrollment who participate in a Tech Prep program.
1995 Standard/Measure: Percentage of the total 7-12 enrollment who participate in a Tech Prep program.
Clarification:
1. Tech Prep implementation characteristics include: planned sequence of academic and technical courses; middle school technology education; applied academics; articulation with postsecondary leading to an associate degree.
2. Pilot testing in 1990-91 will help determine the performance standards for Tech Prep participation.
3. This standard is not required by law.

Educational/Employability Development Planning Process (E/EDP)

Standard/Measure 6: 50% of all 9-12 vocational-technical enrollees will participate in an E/EDP.
1995 Standard/Measure: 100% of all 9-12 vocational-technical enrollees will participate in an E/EDP.
Clarification:
1. Learners will have access to an Educational/Employability Development Process which results in an E/EDP which is characterized by: (1) supervised by career guidance professionals; (2) a personal plan for 9-12 grade career selection; (3) personal information on interests and abilities; (4) transitional plan to facilitate employment and/or educational goal attainment; (5) initiation by at least 9th grade, with annual updating through high school.
2. This standard is not required by law.

Special Populations

Standard/Measure 6:
A. The percentage of special populations students *enrolled* in vocational-technical programs will be equal to or greater than the percentage of special populations students in the total 9-12 high school population.
B. The percentage of special populations students *completing* vocational-technical programs will be equal to or greater than the percentage of non-special populations students completing vocational-technical programs.
C. The percentage of special populations students *placed* will be equal to or greater than the percentage of non-special populations students placed.
D. 100% of special populations students will have a written rehabilitation plan, educational/employability development plan, or other appropriate educational plan.
E. An incentive will be presented to those secondary VTE regions where the percentage of special populations *completing* VTE programs is greater than the percentage of non-special populations students completing VTE programs.

1995 Standard/Measure:
A. The percentage of special populations students *enrolled* in vocational-technical programs will be equal to or greater than the percentage of special populations students in the total 9-12 high school population.
B. The percentage of special populations students *completing* vocational-technical programs will be equal to or greater than the percentage of non-special populations students completing vocational-technical programs.
C. The percentage of special populations students *placed* will be equal to or greater than the percentage of non-special populations students placed.
D. 100% of special populations students will have a written rehabilitation plan, educational/employability development plan, or other appropriate educational plan.
E. An incentive will be presented to those secondary VTE regions where the percentage of special populations *completing* VTE programs is greater than the percentage of non-special populations students completing VTE programs.
Clarification:
1. The enrollment of all special populations students, as a percentage of total vocational-technical program enrollment, will be distributed to all regions for planning and information purposes.
2. Special populations means individuals with handicaps, educationally and/or economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.
3. Placement includes related and unrelated, full and part-time employment and continuing education, and military service.

Special Populations

Measure 6 includes really 5 measures related to special populations: (1) enrolled; (2) completed; (3) placed; (4) educational plans; (5) completion incentive for LEAs.

Implementation

The clarifications assist in understanding the implementation. Academic gains will be piloted in 1991-1992. Each 1992 Standard/Measure has a 1995 Standard/Measure which is really a goal for where performance should move towards.

Postsecondary Measures and Standards

Contact: Jim Folkening (517) 373-3360

Standard Area: Basic Academic Skills Attainment.
Measure 1: The percentage of occupational education students who have completed developmental education courses will exceed the percentage of cohort established in the benchmark.

Standard Area: Advanced Academic Skills Attainment.
Measure 2: The percentage of occupational education students who have completed general education courses will exceed the percentage of cohort established in the benchmark.

Measure #2sp1: The percentage of occupational education special populations students who have completed general education courses will exceed the percentage of a cohort established in the benchmark.

Measure #2sp2: The percentage of occupational education special populations students who have completed general education courses will equal or exceed the percentage of occupational education course completers established in the benchmark.

Standard Area: Attainment of Occupational Work Skills (select one or more).
Measure #3a: The percentage of occupational education students who have completed occupational specialty courses within an occupational program will exceed the percentage of a cohort established in the benchmark.

Measure #3asp1: The percentage of occupational education special populations students who have completed occupational specialty courses within an occupation will exceed the percentage of a cohort established in the benchmark.

Measure #3asp2: The percentage of occupational education special populations students who have completed occupational specialty courses within an occupational education program will equal or exceed the percentage of occupational education course completers established in the benchmark.

Measure #3b: The percentage of occupational education students who have completed an occupational program will exceed the cohort percentage established in the benchmark.

Measure #3bsp1: The percentage of occupational education special populations enrolled students who have completed an occupational education program will exceed the cohort percentage established in the benchmark.

Measure #bsp2: The percentage of occupational education special populations enrolled students who have completed an occupational education program will equal or exceed the occupational education program completer percentage established in the benchmark.

Measure #3c: The percentage of occupational education program completers seeking employment who are employed or in additional training or education, or military service will exceed the percentage of a cohort established in the benchmark.

Measure #3csp1. The percentage of occupational education special populations program completers seeking employment who are employed or in additional training or education, or military service will exceed the cohort percentage established in the benchmark.

Measure #3csp2. The percentage of occupational education special populations program completers seeking employment who are employed or in additional training or education, or military service will equal or exceed the occupational education placement percentage established in the benchmark.

MINNESOTA

Secondary Measures and Standards

Contact: Nick Waldoch (612) 296-1085

Access to Quality Vocational Educational Programs

Measure 1: Vocational Technical Participation Rate.
Standard 1.1: The number/percent of special population students who are enrolled in approved vocational technical courses compared to all students.
Standard 1.2: The number of approved vocational technical courses available in the district compared to the number of non-vocational courses.

Measure 2: Satisfactory Progress Rate.
Standard 2: The number/percent of special population students who are making satisfactory progress toward completing their vocational credits as documented in their IEP.
Data Collection:

- Headcount/ADM, by program, is available through vocational budget reports.
- Participation by gender, race, handicapped is reported through Mincris reports.
- Numbers of vocational technical education programs offered by district is available through Vocational Budget Reports.

Data Source: Vocational Budget Reports. Mincris High School Follow-up. Base Data.

Competency Skill Attainment

Measure 3: Graduation Rate.
Standard 3: The number/percent of all students who complete their graduation requirements.
Data Collection: The number/percent of special population students who complete their outcome based requirements for graduation compared to all students. Outcomes need to be obtained to graduate.
Data Source: Student Records.

Measure 4: Placement Rate: Employment.
Standard 4: The number/percent of special population students who are employed one year after high school compared to all students.

Measure 5: Placement Rate - Further Education.
Standard 5: The number/percent of special population students who are pursuing further education one year after high school compared to the percent in the previous year.
Data Collection: Data available through High School Follow-up: One Year Later includes civilian and military employment data and further education statistics.
Data Source: High School Follow-up: One Year Later.

Measure 6: Employer Satisfaction.
Standard 6: The percent of special population students whose employer ratings are satisfactory or above compared to all students.
Data Collection: Data available through Minnesota High School Follow-up: Employer Ratings.
Data Source: High School Follow-up: One Year Later.

Measure 7: Student Satisfaction.
Standard 7.1: The percent of students who feel they received a good education. (Voc/non-voc)
Standard 7.2: The percent of students who feel vocational education courses helped make them employable.
Data Collection:

- The percent of students who are members of special populations who feel they received a good education compared to all students.
- The percent of students who are members of special populations who feel their vocational education courses helped make them become employable compared to all students.

Data Source: High School Follow-up, High School Program Evaluation.

Measure 8: Special Population Competency Gains.
Yet to be developed and implemented.

Special Populations

Much of the accountability system is geared at measuring special population performance:
(1) participation rate; (2) progress towards completing credits; (3) placement rate in employment and further education; (4) employer satisfaction.

Local Modifications

There is a process for local modifications.

Implementation

All measurements will be based on:
number and percent; all students/all vocational students/special populations; statewide, regional, district; trend data.
Districts will receive data extracted from state databases to develop their needs assessments as well as outcome measures of their performance indicators. Explicit data sources.

Coordination

State-level administrators under Perkins II work closely with JTPA, and participate on each others committees.

Minnesota Postsecondary Measures and Standards

Contact: Bill Stock (612) 296-9600 and Ann Wood (612) 296-0679

Measure 1: Special Populations by College.
Standard 1.1: Number of special population enrollees by college against total population.
Standard 1.2: Percent of special population enrollees by college against total population.
Cohort: Students enrolled in credit class beyond the 15th day of the quarter.
Headcount: Non-duplicated.
Program or College 1: College.
Trends: Yes.

Measure 2: Special Populations by Program.
Standard 2.1: Number of special population enrollees by program against total population.
Standard 2.2: Percent of special population enrollees by program against total population.
Cohort: Students enrolled in credit class beyond the 15th day of the quarter.
Headcount: Non-duplicated.
Program or College 2: Program.
Trends: Yes.

Measure 3: Graduate Satisfaction.
Standard 3.1: The training was important for my getting my job.
Standard 3.2: I was satisfied with my training program.
This measurement should be broken out into the special population/non-special population categories by the following: The percent responding who "strongly agree" and "agree" of all those responding with a 1-4 (exclude Ns x Xs - Ns = does not apply and Xs = no response).
Cohort: Random sample of graduates from prior fiscal year.
Headcount: Non-duplicated.
Program or College 3: College.
Trends: Yes.

Measure 4: Related Employment.
Standard 4.1: Number of graduates available for placement that are placed in related employed.
Standard 4.2: Percent of graduates available for placement that are placed in related employed.
Cohort: All graduates from prior fiscal year
Headcount: Non-duplicated.
Program or College 4: Program.
Trends: Yes.
State Policy: Programs that fall below 60% placement of (?)

Measure 5: Related Employment for Special Populations
Standard 5.1: Number of special population graduates available for placement that are placed in related employment.
Standard 5.2: Percent of special population graduates available for placement that are placed in related employment.
Cohort: All graduates from prior fiscal year.
Headcount: Non-duplicated.
Program or College 5: Program.
Trends: Yes.

Measure 6: Retention/Non-Retention.
Standard 6.1: A new entry enrolled student that exits the technical college prior to the completion of 15 days or 25% of the total credit course length, whichever is shorter, and did not re-enter and attend any program or credit course for more than 15 days or 25% of the total credit course length (whichever is shorter) during the same fiscal year.
Cohort 1: A new entry enrolled student that exits the technical college prior to the completion of 15 days or 25% of the total credit course length, whichever is shorter, and did not re-enter and attend any program or credit course for more than 15 days or 25% of the total credit course length (whichever is shorter) during the same fiscal year.
Headcount 1: Non-duplicated.
Program or College 1: College.
Trends 1: Yes

Standard 6.2: The unduplicated headcount of new entering enrollees who were enrolled beyond the 15th day in at least one course but withdrew from the college before the end of the period.
Cohort.2: The unduplicated headcount of new entering enrollees who were enrolled beyond the 15th day in at least one course but withdrew from the college before the end of the period.
Headcount.2: Non-duplicated.
Program or College .2: College.
Trends 2: Yes.
Standard 6.3: Unduplicated headcount of enrollees with a declared major program of study who did not graduate and have not subsequently registered for at least one credit in that major program of study for two consecutive periods within the same fiscal year excluding summer enrollment periods.
Cohort 3: Unduplicated headcount of enrollees with a declared major program of study who did not graduate and have not subsequently registered for at least one credit in that major program of study for two consecutive periods within the same fiscal year excluding summer enrollment periods.
Headcount 3: Non-duplicated.
Program or College.3: College.
Trends 3: Yes.
Standard 6.4: Unduplicated headcount of enrollees with a declared major program of study who did not graduate and have not registered for at least one credit in the following fiscal year.
Cohort 6: Unduplicated headcount of enrollees with a declared major program of study who did not graduate and have not registered for at least one credit in the following fiscal year.
Headcount 6: Non-duplicated.
Program or College.4: College.
Trends 6: Yes.

1994: Occupational Competencies.
Measure 7: Industry based accountability.
Measure 8: Graduate Grades.
Measure 9: Graduate Grades by Special Populations.

1995: Academic Skills.
Measure 10: Pre/Post.

Special Populations
The system includes enrollment measures by college and program. Data on special populations can be disaggregated for all measures and standards.

Local Modifications
The state approves local modifications.

Implementation
Some data issues addressed: cohort, headcount, level, and trends. Definitions established. Measuring occupational competency and academic skills to be phased in. Minnesota will be using data to compare program performance with the region or campus. State department works closely with all of the institutions. There is major emphasis in teaching institutions to manage their program by using performance data.

MISSISSIPPI

Secondary and Postsecondary Measure and Standards

Contact: Bryon Cain (601) 359-3085 Jimmy McCully (601) 325-2510

Program Process

Measure 1: Mississippi Program Review Instruments (Instruments have been developed for administration, instructional programs, vocational guidance, and special populations programs).
Standard 1: Vocational education program must accomplish 100% of the applicable Level I indicators of performance and 70% of the applicable Level II indicators as listed in the appropriate Mississippi Program Review Instrument.

Enrollment

Measure 2: Average enrollment per full time equivalent (FTE) teacher unit
Standards:

(1)	Enrichment Programs	100 students/FTE
(2)	Basic Skills Programs	85 students/FTE
(3)	Secondary Occupational Programs	30 students/FTE
(4)	Postsecondary Occupational Programs	15 students/FTE
(5)	Adult Vocational Classes	12 students/FTE

Formula: Unduplicated program enrollment/FTE in program (course) (For Adult Vocational Classes—Avg. no. of students per course = Total number of students enrolled in all courses/number of courses).

Retention

Measure 3: Percentage of students completing and passing a level.
Standards:

(1)	Enrichment Programs	n/a*
(2)	Basic skills Programs	n/a*
(3)	Secondary Occupational Programs	84%
(4)	Postsecondary Occupational Programs	86%
(5)	Adult Vocational Classes	n/a*

* Basic Skills and Adult Vocational courses are considered to be one-level programs. Students who complete a Basic Skills course are considered to have completed the program and are covered under Measure 4. For purposes of calculating the standards, students considered to have completed and passed one level of an enrichment program are considered to have completed the program and are also covered under Measure 4.
Formula: No. of students completing and passing a level/Duplicated program enrollment.

Program Completion

Measure 4: Percentage of students completing the program.
Standards:

(1)	Enrichment Programs	87%
(2)	Basic skills Programs	84%
(3)	Secondary Occupational Programs	33%
(4)	Postsecondary Occupational Programs	29%
(5)	Adult Vocational Classes	80%

* Low program completion standards for secondary and postsecondary programs are due to the fact that approximately 35 percent of the unduplicated enrollment in these programs is continuing in the program. Also at the postsecondary level, a significant number of students exit the program prior to completion in order to accept gainful employment.
Formula: No. of students completing the vocational-technical program/Unduplicated program enrollment.

Graduation *

Measure 5: Percentage of Students Receiving a Diploma, Certificate, or Degree.

Standards:

(1)	Enrichment Programs	n/a*
(2)	Basic Skills Programs	n/a*
(3)	Secondary Occupational Programs	To be established
(4)	Postsecondary Occupational Programs	To be established
(5)	Adult Vocational Classes	n/a*

* Students in Enrichment, Basic Skills, and Adult Vocational programs do not graduate or receive "true" certificates. Problems exist in determining the exact percentage of students who receive a diploma, certificate, or degree. No accurate data are available which can be correlated with OVATE data. Determination of the standard for secondary and postsecondary programs will be delayed until the 1992-93 year evaluation can be analyzed.

Formula: Number of students receiving a diploma, certificate, or degree/Unduplicated program enrollment.

Placement

Measure 6: Percentage of students who complete or exit a program and are considered to have been positively placed.

Standards:

(1)	Enrichment Programs	48%
(2)	Basic Skills Programs	40%
(3)	Secondary Occupational Programs	38%
(4)	Postsecondary Occupational Programs	47%
(5)	Adult Vocational Classes	n/a*

* The placement standards for secondary and postsecondary occupational programs reflect the percentage completing or exiting a program and continuing postsecondary or college/university educational opportunities, placed in a related job, or entering the military.

Formulae:

(1) Enrichment Programs—No. of students completing or exiting the program and continuing in a vocational program/No. of students completing the program.

(2) Basic Skills Programs—No. of students completing or exiting the program and continuing in a vocational program/No. of students completing the program.

(3) Secondary Occupational Programs—No. of students completing or exiting the program and continuing in another secondary vocational program or a postsecondary vocational-technical program related to the field of study; or placed in the field trained, a related field or the military/No. of students completing or exiting the program.

(4) Postsecondary Occupational Programs - No. of students placed in the field trained or a related field, entering the military, and continuing educational opportunities in directly related field at a college/university/No. of students completing or exiting the program.

Occupational Competency Attainment

Measure 7: Occupational competency attainment.

Standard 7: 85% of students completing the program will demonstrate attainment of occupational competency by either (1) passing a locally chosen comprehensive examination on the major competencies and skills in the total program; or (2) documentation of competency through the use of an individual student competency profile.

Formula: No. of students completing the program and documenting attainment of occupational skills/No. of students completing the program.

Academic Gains

Measure 8: Percentage of students completing a level in the program (passing or failing) who demonstrate a gain in the basic and more advanced academic skills.

Standards:

(1)	Enrichment Programs	To be established
(2)	Basic skills Programs	To be established
(3)	Secondary Occupational Programs	To be established
(4)	Postsecondary Occupational Programs	To be established
(5)	Adult Vocational Classes	n/a

Formula: Total number of students demonstrating gain on the academic skills/(No. of students completing but failing a level + No. of students completing and passing a level).

(Gain on the basic and more advanced academic skills may be demonstrated by either: (1) successfully completing academic courses which contribute to the development of the basic and more advanced academic skills at each level of a sequential course of study, (2) successfully completing an Individual Educational Program (IEP) which includes basic and more advanced academic skills, or (3) showing a gain in academic skills through a locally chosen norm-referenced pre-test–post-test series. Percentage of students in each program type will be established on the basis of data reported by local districts as a part of the 1991-92 local evaluation. This standard will not be applied until the 1992-93 evaluation.

Special Populations and Local Modifications—Adjustment of the Statewide Standards

The Perkins Amendments state that local schools may adjust the standards based upon (i) economic, geographic, or demographic factors, or (ii) characteristics of the populations to be served. These adjustments will be made to secondary and postsecondary program to create a local standard which reflects enrollment of special populations in all programs as compared to a statewide baseline. Specifically, the adjustments will be made based upon the percentage of disabled, disadvantaged, limited English proficient, and non-traditional gender students. Adjustments will also be made to the placement standards for secondary and postsecondary occupational programs based on the unemployment rate for the local district. Adjustments will not be made to the adult vocational education program standards.

Baselines for each type of program were determined to be:

Program Type	Disabled	Disadvantaged	LEP	NTG*
Enrichment	6%	51%	0%	28%
Basic Skills	8%	54%	0%	23%
Secondary Occupational	15%	44%	0%	9%
Postsecondary Occupational	2%	60%	0%	6%

* Non-traditional gender student adjustments do not apply to some programs. See Table 1 in the applicable worksheet found in Appendix B for definitions of non-traditional gender and applicable programs.

The following weights were established for each special population group and the unemployment rate:

Program Type/Standard	Disabled	Disadvantaged	LEP	NTG*	Unemp.
Enrichment					
Enrollment	.35	.13	.20	.08	n/a
Program Completion	.30	.12	.20	.10	n/a
Placement	.30	.12	.20	.10	n/a
Basic Skills					
Enrollment	.35	.15	.20	.10	n/a
Program Completion	.35	.18	.20	.12	n/a
Placement	.40	.18	.20	.12	n/a

Secondary Occupational					
Enrollment	.35	.15	.24	.10	n/a
Retention	.30	.15	.20	.10	n/a
Program Completion	.25	.12	.20	.08	n/a
Placement	.25	.13	.20	.08	.30
Postsecondary Occupational					
Enrollment	.20	.10	.15	.05	n/a
Retention	.25	.12	.20	.18	n/a
Program Completion	.20	.10	.17	.15	n/a
Placement	.30	.18	.20	.08	.30

The local standard will be calculated by subtracting the state baseline from the percentage of special population students in the local program and multiplying this difference by the weight factor. These products would then be subtracted from the statewide standard to determine the local standard.

The formula for this adjustment is:

Local Standard = Statewide standard - [(Local % Disabled - State Baseline) x Disabled Weight] - [(Local % Disadvantaged - State Baseline) x Disadvantaged Weight] - [(Local % LEP - State Baseline) x LEP Weight] - [(Local % NTG - State Baseline) x NTG Weight] - [(Local % Unemployed - State Unemployment Rate) x Unemployment Weight] (NOTE: If there is no applicable non-traditional gender for a program, no adjustment will be made for this factor.)

The effect of the adjustment will be to lower the statewide standard for programs with special population enrollments (and unemployment rates) above the state baseline and to raise the statewide standard for programs with special population enrollments (and unemployment rates) below the state baseline.

Implementation

All vocational programs will be evaluated using performance measures and standards. The system includes Enrichment Programs, Basic skills Programs, Secondary Occupational Programs, Postsecondary Programs, and Adult Vocational Classes. Extensive document with definitions. Program review instruments are included with worksheets for establishing local values and adjusted local standards, district summary reports, program improvement format. Reporting formats developed as well as comprehensive implementation plan.
More training will be held after March 1st.

Coordination

Weighting factors were worked from JTPA adjustments. JTPA was represented on the Committee of Practitioners.

MISSOURI

One system: Secondary and Postsecondary Measures and Standards

Contact: Fred J. Linhardt (314) 751-3842

Measure 1: Academic Attainment (mastery rate of basic and advanced academic skills in mathematics, English/communications, science and social studies/science for students enrolled in Department-approved preparatory vocational education programs/courses).

Standard 1: All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

(A) Secondary students will demonstrate mastery of ___percent (%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.

(B) Postsecondary students will demonstrate mastery of ____percent (%) of the skills on an institutionally identified and Department-approved academic assessment at the completion of a vocational education program of study.

Adjustments: (1) Secondary students with disabilities whose academic education experiences are modified by an individualized education plan (IEP) should not be included in the attainment calculation. Academic skill attainment for students with disabilities whose IEP committee has exempted them from taking the MMAT will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP. (2) The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT grade 10 should not be included in the attainment calculation. (3) Postsecondary students who transfer from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the attainment calculation.

Note: The determination of the mastery percentage of mean score of mastered academic skills used in this standard will not be determined until data regarding projected and actual scores are gathered and analyzed with the assistance of the Center for Educational Assessment at the University of Missouri-Columbia.

Procedures: Secondary Level: Each local education agency (LEA) operating secondary vocational education programs/courses that benefit from Title II, Part C federal vocational education funds will readminister the grade 10 MMAT to at least a randomly selected representative sample of the 12th grade students enrolled in these vocational education programs/courses. The results of this assessment will be forwarded to the Center for Educational Assessment at the University of Missouri-Columbia for scoring. The CEA will report the results of this scoring to the LEA and the Department.

Postsecondary Level: Each postsecondary institution operating Department-approved postsecondary vocational education programs/courses that benefit from Title II, Part C federal vocational education funds will readminister the same academic assessment that was used for entering students to vocational education students to at least a random selected representative sample of vocational education students who are expected to complete their program/coursework, receive an associate degree, or a certificate at the end of each semester. The institution will arrange for the results of this assessment to be scored, based upon the publisher's procedures. The results of the scoring will be aggregated and reported to the Department by the institution.

Local education agencies which operate vocational education programs/courses that do not meet the established standard will initiate program improvement activities as delineated in the State Plan for Vocational Education.

Measure 2: Academic Gain (Rate of gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science for students enrolled in Department-approved preparatory vocational education programs/courses.)

Standard 2: All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate gains in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

(A) Secondary students will demonstrate at least a ____point scaled score gain between the 10th grade and the 12th grade on the 10th grade Missouri Mastery and Achievement Test.

(B) Postsecondary students will demonstrate at least a ____ percent (%) gain between entry into a completion of a vocational education program of a study on an institutionally identified and Department-approved academic assessment instrument.

Adjustments: (1) Secondary students with disabilities whose academic educational experiences are modified by an individualized education plan (IEP) should not be included in the gain calculation. Academic skill gain for students with disabilities whose IEP committee has exempted them from taking the MMAT will be assessed by the change in attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP. (2) The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the gain calculation. (3) Postsecondary students who transferred from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the gain calculation.
Note: The determination of the percentage of gain used in this standard will not be determined until data regarding the projected and actual scores are gathered and analyzed with the assistance of the Center for Educational Assessment at the University of Missouri-Columbia.
Procedures: Secondary Level: Each local education agency (LEA) operating secondary vocational education programs/courses that benefit from Title II, Part C federal vocational education funds will readminister the grade 10 MMAT to at least a randomly selected representative sample of the 12th grade students enrolled in these vocational education programs/courses. The results of this assessment will be forwarded to the Center for Educational Assessment at the University of Missouri-Columbia for scoring. The CEA will report the results of this scoring to the LEA and the Department.
Postsecondary Level: Each postsecondary institution operating Department-approved postsecondary vocational education programs/courses that benefit from Title II, Part C federal vocational education funds will readminister the same academic assessment that was used for entering students to vocational education students to at least a random selected representative sample of vocational education students who are expected to complete their program/coursework, receive an associate degree, or a certificate at the end of each semester. The institution will arrange for the results of this assessment to be scored, based upon the publisher's procedures. The results of the scoring will be aggregated and reported to the Department by the institution.
Local education agencies which operate vocational education programs/courses that do not meet the established standard will initiate program improvement activities as delineated in the State Plan for Vocational Education.

Measure 3: Occupational Competence (mastery rate of occupational and employability skills for students enrolled in a Department-approved preparatory vocational education program/course.)
Standard 3: All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.
Adjustments: Students with disabilities whose occupational education experiences are modified by an individualized educational plan (IEP) should not be included in the attainment calculation. Occupational skill attainment for students with disabilities whose IEP committee has modified their vocational education course of study will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures and criteria identified in each student's IEP.
Procedures: Each local educational agency (LEA), with the assistance of local program advisory committees, will identify the "essential" entry-level occupational and employability competencies for each Department-approved vocational education program/course that is operated and that benefits from Title II, Part C federal vocational education funds. The Department will approve each "essential competency" listing until statewide listings are determined. Whenever statewide listings are developed, LEAs will utilize these listings as the local essential competency listings for each vocational education program/course. Vocational education instructors will determine and certify student mastery of these essential competencies for each student enrolled in their program/course. The LEA will report the student mastery rates for each vocational education program/course to the Department.
Local education agencies will initiate program improvement activities as delineated in the State Plan for Vocational Education for each preparatory vocational education program/course which does not meet the established standard.

Measure 4: Student Access (participation rate of individuals who are members of special populations (students who are economically or educationally disadvantaged, have limited English proficiency, or have disabilities in Department-approved preparatory vocational education programs/courses.)
Standard 4: The proportion of participation of individuals who are members of special populations in preparatory vocational education programs/courses is equal to or greater than the proportion of their membership in the relevant district/institution population.

Adjustments: Districts/institutions which do not attain this proportion must maintain a five percent (5%) annual gain in the proportion of special populations participation in vocational education programs/courses.
Procedures: Each local education agency (LEA) will continue to provide the Department with data regarding the participation of individuals who are members of special populations groups as part of the annual submission of information regarding the local application to access Title II, Part C federal vocational education funds. The Department will compile this data from the various sources, make an analysis, and determine whether the LEA meets this standard. If the LEA does not meet the established standard, it will initiate program improvement activities as delineated in the State Plan for Vocational Education.

Measure 5: Placement (placement rate of vocational education students who have enrolled in Department-approved preparatory vocational education programs/course into employment, further training/education, or military service.)
Standard 5: The rate of placement of students who have enrolled in preparatory vocational education programs/courses into employment, further training/education or military service will be eighty-five percent (85%).
Adjustments: This rate may be calculated by district/institution, or by individual vocational education program/course; and annually or an average of the past three years.
Procedures: The current vocational education data system (VEDS) with the additional assistance component of the Statewide Job Placement Project will continue to be operated. Each local education agency (LEA) will continue to report placement data through these systems. The Department will collect and analyze this placement data, and make the standard determination.
The Department will annually select a representative sample of local education agencies for placement data collection and reporting monitoring/auditing. The Department will contract the monitoring process with an independent reviewer, and establish the monitoring/auditing procedures. Individual findings regarding the LEAs placement data collection and reporting procedures will be communicated to the LEA. If necessary, recommendations for the improvement of LEA practices will be made with the findings.
Local education agencies which operate preparatory vocational education programs/courses which do not meet the established standard will initiate program improvement activities as delineated in the State Plan for Vocational Education.

Performance Standards and Measures for Supplemental Vocational Education Programs

Measure 1: Occupational Competence (mastery rate of occupational skills for students enrolled in a Department-approved supplemental vocational education program/course.)
Standard 1: All vocational education students enrolled in a supplemental vocational education program/course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.
Adjustments: None.
Procedures: Each local education agency (LEA) that operates supplemental vocational education programs/courses that benefit from Title II, Part C federal vocational education funds will identify the specific competency listing and report student mastery rates annually to the Department for each program/course. Local education agencies which operate supplemental vocational education programs/courses that do not meet the established standard will initiate program improvement activities as delineated in the State Plan for Vocational Education.

Corrections Programs

Measure 1: Placement (Placement rate of criminal offenders participating in Department-approved vocational programs and/or services provided by corrections programs of the Department of Corrections and the Division of Youth Services.
Standard 1: The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration. *Adjustment:* None.
Procedures: The Department of Corrections and the Division of Youth Services will track, through their existing systems, those individuals who have participated in programs and services funded by federal vocational education funds and exited incarceration; make determinations of entry into employment or training for employment; and annually report these placement rates to the Department. These agencies who operate vocational programs and services that do not meet the established standard will initiate program improvement activities as delineated in the State Plan for Vocational Education.

Programs for Single Parents, Displaced Homemakers, Single Pregnant Women, and Girls/Women Ages 14-25; and Programs Designed to Eliminate Sex Bias and Stereotyping Vocational Education

Measure 1: Participation (increase in client participation in Department-approved and funded single parent and equity programs).

Standard 1: A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents, displaced homemakers, single pregnant women, and girls/women ages 14-25; and programs designed to eliminate sex bias and stereotyping in vocational education.

Adjustments: None.

Procedures: Each local education agency (LEA) which provides single parent and equity programs and services funded by federal vocational education funds will track, calculate, and report in the year-end progress report the number of individuals served by the funded program of services. The Department will calculate an annual percent change in the LEA's participation rate. Local education agencies which do not meet the established standard will initiate program improvement activities as delineated by the State Plan for Vocational Education.

Community-Based Organization Programs

Measure 1: Placement (placement rate into employment or training for employment of clients participating in programs and/or services provided through Department-approved joint projects of community-based organizations and local agencies).

Standard 1: The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization programs/services.

Adjustments: None.

Procedures: Each community-based organization (CBO) will track each client for ninety (90) days after completion of their participation in community-based organization programs/services funded by federal vocational education funds, calculate, and report to the Department annually in its year-end report the rate of client placement into employment or training for employment. Community-based organizations and local education agencies will be required to jointly initiate program improvement activities as delineated in the State Plan for Vocational Education for projects that do not meet the established standard.

Consumer and Homemaking Programs

Measure 1: Student Access (participation rate of students enrolled in Department-approved consumer and homemaking courses).

Standard 1: The percentage of participation of secondary students enrolled in at least one Department-approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.

Adjustments: Local education agencies with a participation rate of ninety-five percent (95%) or greater will not be required to meet the annual increase.

Procedures: Each local education agency, as a part of its year-end report, will notify the Department of the percentage of increase from the previous year of students enrolled in consumer and homemaking courses. Local education agencies which do not meet the established standard will initiate program improvement activities as delineated in the State Plan for Vocational Education.

Measure 2: Nontraditional Student Access (Participation rate of secondary male students enrolled in Department-approved consumer and homemaking courses.)

Standard 2: The proportion of participation of male secondary students in at least one Department-approved consumer and homemaking course will be equal to or greater than forty percent (40%) of the local education agency's (district's) secondary population (grades 9-12).

Adjustments: None.

Procedures: Each local education agency will report its male and female enrollment in consumer and homemaking programs on the core data system. Local education agencies which do not meet the established standard will initiate program improvement activities as delineated in the State Plan for Vocational Education.

Tech-Prep Education

Measure 1: Retention (retention rate of students participating in a Department-approved tech-prep education program).

Standard 1: The annual retention rate of students continuing to participate in a tech-prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).

Adjustments: The retention rate calculation may include those students who are placed into related employment or continued education after the second or third year of the 2 + 2 tech-prep education program.

Procedure: Local education agencies (LEAs) who are fiscal agents of tech-prep consortia will annually track students through each year of involvement, calculate, and report student retention rates to the Department. The annual retention rate will be a part of the annual progress report of previously funded tech-prep education program projects. Any of the participating local education agencies that do not continue to meet the established standard will jointly initiate program improvement activities as delineated in the State Plan for Vocational Education.

Special Population

See the above adjustments to standards. Measures specifically for access and equity. The only incentive built into the system is punitive pressure if the standards are not met. The performance of special populations will not be disaggregated for each measure and standard, but possibly in the future.

Local Modification

There will not be local modifications this year. This will be negotiated with those programs that do not meet the standard this year.

Implementation

See above extensive procedures under each standard. Random sampling will take place for enrollment and placement. State-level administrators will check and verify through by utilizing the database as well as randomly calling local school/institutions.

Coordination

Other measures and standards were explored as possibilities to fulfilling Perkins II requirements.

MONTANA

One Set of Measures and Standards

Contact: Jim Whealon (406) 444-2413

Core Standard 1: 80% of students show a competency gain over a locally established baseline.
Measurement: Examine competency gains through pre- and post-test or other forms of assessment with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.

Core Standard 2: Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.
Measurement: Examine baseline and annual retention rate by funded program(s).

Core Standard 3: Documented increase in percentage of students showing competency attainment by completion of funded programs.
Measurement: Examine baseline and annual competency attainment data for funded programs.

Core Standard 4: Documented increase in percentage of placement into additional training or education, military service, or employment.
Measurement: Examine baseline and annual placement rates by funded program(s).

Special Populations

Incentives:

Most-Improved Programs: Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.
**Monetary Incentives:* In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified.
Measurement: Report numbers of special population members by group and show increase over baseline number served by group.
*Subject to approval by the U.S. Department of Education to use up to 6% of the formula-allocated funds to provide incentives.

Local districts/institutions need to keep special population enrollment data as well as be able to disaggregate the performance of special populations on each of the measures.

Local Modifications

Eligible recipients may make local modifications to Standard 1 based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percentage for assessing progress.

Implementation

Montana has developed and disseminated an "Eligible Recipient Preparation for On-Site Annual Performance Review" that includes self-assessment questions and reporting formats.

Coordination

Coordination with JTPA and Adult Education.

NEBRASKA

Secondary and Postsecondary Measures and Standards

Contact: Marge Harouff (402) 471-4800

Learning Outcomes

Academic gains (Math—pilot 1993, Communication—pilot 1994, Science—1995).
Measure 1: Vocational students will demonstrate gains on a standardized test of academic gains.
Standard 1: A minimum of 80% of vocational students will demonstrate gains equal to that of the total student population in that grade level.

Occupational attainment/gains (Pilot 1995).
Measure 2: Vocational students will attain competencies listed on an occupational competency exam appropriate for the vocational program area.
Standard 2: A minimum of 80% of the students will demonstrate mastery of 80% of the appropriate competencies.

Employability skills attainment (Pilot 1994).
Measure 3: Vocational students will attain work entry competencies such as those identified in Workplace Readiness or Youth works by graduation.
Standard 3: A minimum of 80% of the students will demonstrate mastery of 80% of the employability skill competencies graduation.

Retention in school (Pilot 1995).
Measure 4: Vocational students will remain in school.
Standard 4: The percentage of vocational students who drop out of school will be less than that of the entire student population.

Student Satisfaction (Pilot 1995).
Measure 5: Vocational students will indicate satisfaction with the vocational and academic skills gained in their educational program, as reported by graduate surveys administered within one year after graduation.
Standard 5.1: Eighty percent of all vocational program graduates responding to a graduate satisfaction survey will rate the vocational skills attained as satisfactory or better. Example: 3 or higher on a 4-point Likert scale.
Standard 5.2: Eighty percent of all vocational program graduates responding to a graduate satisfaction survey will rate the academic skills preparation (reading, writing, comprehension, math) as satisfactory or better. Example: 3 or higher on a 4-point Likert scale.

Labor Market Outcomes

Placement (Pilot 1993).
Measure 6: Vocational program completers will be placed, within six months of graduation, in a job, in the military, or in a postsecondary education program.
Standard 6: Eighty percent of the vocational program completers will attain placement within six months of graduation in a job, in the military, or in a postsecondary education program.

Earnings (Pilot 1994).
Measure 7: Completers of vocational programs earn a higher entry level wage or receive advanced placement (or hiring advantage) as compared to entry level workers who have not completed a vocational program.
Standard 7: The percentage of vocational students who receive a higher entry level wage or advanced placement will be greater than that of those who did not complete a vocational program.

Employer Satisfaction (Pilot 1995).
Measure 8: Vocational students will achieve competency in vocational skills and basic academic skills as reported by employer satisfaction surveys administered within one year of employment.
Standard 8.1: A minimum of 80% of all vocational program completers employed in areas related to their training will receive satisfactory ratings for vocational competence (Example: 3 or higher on a 4-point scale).
Standard 8.2: A minimum of 80% of all employers of vocational program completers will rate academic skills (reading, writing, comprehension, math) preparation as satisfactory or better (Example: 3 or higher on a 4-point scale).

Accessibility Outcomes for Special Populations

Participation in Vocational Programs (Pilot 1993).
Measure 9: Special population students will participate in vocational programs.
Standard 9: The percentage of special population students participating in vocational programs is at least the same as the participation rate of the entire school population.

Placement (Pilot 1993).
Measure 10: Special population students will be placed, within six months of graduation, in a job, in the military, or in a postsecondary education program.
Standard 10: Eighty percent of special population vocational program completers will attain placement, within six months of graduation, in a job, in the military, or in a postsecondary education program.

Special Populations

Two measures in the areas of accessibility for special populations—participation and placement. Support services must be implemented to assist members of special populations who are not being successful at the same rate as other students (programmatic adjustments). It may be possible for Nebraska to disaggregate the performance of special populations for each measure and standard.

Local Modifications

Locally chosen assessment instruments for various local needs. Next year the Committee of Practitioners will evaluate if local modifications are needed.

Implementation

Specific definitions. Phase in process begins with Set A of Pilot Schools (see above schedule for pilots) then a set of Schools B and the final set of Schools C. Below are the number of schools contained in each set:

	1992-1993 Group A	1993-1994 Group B	1994-1995 Group C
ESU Consortia	1	3	12
Local Consortia	1	3	6
Independent	6	12	
Postsecondary	2	2	2

Nebraska is in the midst of developing a student-based data system for implementation at the local level that can provide student data on all students in secondary and postsecondary schools that is compatible with federal and state reporting systems. Developed and piloted in 1992-93.

Responsibility for assessment and program improvement rests with the local institution. The state's responsibility is limited to development and implementation of the accountability process. The state does not specify what assessment tools will be used to provide local accountability but does provide technical assistance in the selection and implementation of these tools.

Coordination

Coordination of data gathering with Chapter 1 and Special Education.

NEVADA

Secondary Measures and Standards

Contact: Keith Rheault (702) 687-3144

Achievement of Basic Academic Skills

Measure 1: Occupational students who have not successfully passed the 11th grade Nevada High School Proficiency Exam (NHSPE) will be given the academic remediation necessary to successfully pass the proficiency exam, which is a basic requirement for earning a high school diploma in Nevada.

Standard 1: At least 92% of the occupational students who initially failed to pass the 11th grade Nevada High School Proficiency Exam will successfully pass the exam.

Achievement of Advanced Academic Skills

Measure 2: Occupational students who are program completers will successfully earn at least one advanced mathematics credit by the end of the senior year in comparison to total percentages for all seniors at the school site.* Occupational students who are program completers will successfully earn at least one advanced science credit by the end of the senior year in comparison to total percentages for all seniors at the school site. For purposes of this measure, a listing of courses for advanced mathematics credit and advanced science credit will be provided to local agencies by the Department of Education and will be based on the most current State Course of Study.

Standard 2.1: At least 45% of the occupational students who are program completers will earn at least one advanced math credit by the end of the senior year.

Standard 2.2: At least 45% of the occupational students who are program completers will earn at least one advanced science credit by the end of the senior year.

Occupational Competency Gain

Measure 3: For occupational programs that provide business and industry validated occupational competency certificates to program completers, program completers will demonstrate mastery of the competencies identified in the validated competency certificate as determined by the local program instructor(s) through observation, testing and hands-on demonstrations. Mastery means that the student is able to perform at a level that is equal to or greater than business and industry requirements as validated by a technical skills committee.

Standard 3: Occupational students who are program completers of an occupational program that provides a business and industry validated occupational competency certificate will demonstrate mastery of at least 80% of the competencies identified on the validated competency certificate.

Retention

Measure 4: The percentage of students enrolled in occupational courses who drop out of school as compared to the percentage of dropouts for the student population of the district taken as a whole as determined using state defined dropout reporting information.

Standard 4: The percentage of students enrolled in occupational courses who drop out of school will be less than the percentage of dropouts for the student population of the district taken as a whole.

Placement

Measure 5: Placement of occupational program completers are reported to be in one of the following categories: advanced education or training on a postsecondary level including community college, adult school, four year university; trade or technical schools; a related or upgrade job; entered military or foreign service. Placement data to be determined during the 24th full calendar week after program completion with percentages based on valid sampling techniques and procedures.

Standard 5: At least 90% of occupational program completers are reported to be in one of the eligible placement categories.

Proposed Secondary Measures to be Phased Into the Statewide System

By 1994-95

Occupational competency gains will be measured by utilizing pre-test and post-test scores from a standardized occupational competency test on a validated sample of program completers. The validated sample would be selected from all program completers identified at each of the selected sites receiving Basic Grant funds within the district. The implementation of this measure is contingent upon the availability of appropriate competency tests that have been developed by other public agencies or businesses that can be adopted and adapted to meet the requirements of Nevada's occupational education programs.

If the current Nevada High School Proficiency Exam is replaced by a criterion referenced test for academic achievement, academic gains will be measured by comparing 9th grade test scores to the final test scores (11th or 12th grade) for occupational students.

By 1995-96

Occupational Competency Gains as identified in Measure 3 of the measures to be implement in fiscal year 1992-93 will be modified to include that all occupational programs must have business and industry validated competency certificates. The remainder of Measure 3 will not be altered.

Postsecondary/Adult Measures and Standards

Contact: Keith Rheault (702) 687-3144

Achievement of Basic Academic Skills

Measure 1: The percentage of full-time students enrolled in occupationally specific programs in adult education or full-time occupational students enrolled in a degree or certificate program at a community college who successfully complete one or more basic academic skills courses when compared to the percentage of all full-time students who successfully complete the basic academic skills courses are defined as pre-collegiate level general education provided through remedial, adult basic or adult secondary courses. All full-time students identified above who assess below basic skill levels (e.g., writing, reading, mathematics) set by the institution will be expected to achieve the needed basic skill levels before completing the program. The performance gain therefore is the acquisition of these basic skills.

Standard 1: At least 65% of the full-time students enrolled in occupationally specific program in adult education or full-time occupational students enrolled in a degree or certificate program at a community college will successfully complete the basic academic skills courses in which they are enrolled as compared to the percentage of all full-time students who successfully complete the basic academic skills courses at the institution.

Achievement of Advanced Academic Skills

Measure 2: The percentage of full-time occupational students enrolled in a degree or certificate program at a community college who successfully complete the requirement of six credits of advanced English/Communication courses when compared to the number of full-time occupational students in a degree or certificate program who attempted to complete the required advanced English/Communication courses calculated after the drop/add date for the institution. Advanced English/Communication courses are defined as college level general education courses as required for program completion. The performance gain, therefore, is the acquisition of these advanced academic skills.

OR

For adult programs, the percentage of full-time students enrolled in occupational programs who successfully complete the academic requirements for a high school diploma or a GED program when compared to the total number of full-time students enrolled initially in occupational programs.

Standard 2: At least 85% of the full-time occupational students enrolled in a degree or certificate program at a community college will successfully complete the requirement of six credits of advanced English/Communication courses when compared to the number of full-time occupational students in a degree or certificate program who attempted to complete the required advanced English/Communication courses calculated after the drop/add date for the institution.

OR

For adult programs, at least 85% of the full-time students enrolled in occupational programs will successfully complete the academic requirements for a high school diploma or a GED program.

Occupational Competency Gain

Measure 3: For occupational programs, wherein program completers have the opportunity to demonstrate performance through certification or licensing examinations administered by other agencies or organizations, the percentage of students who successfully pass the examinations calculated from the total number of students from the occupational programs who take the test.

Standard 3: The percentage of program completers who successfully pass a certification or licensing examination for all applicable program areas will be above the average statewide percentage for successful completers of the examination based on statewide data provided by the testing agency or organization.

Placement

Measure 4: The percentage of certificate of achievement, degree, or diploma program completers that are placed into one of the following categories: a related job or upgraded job; transfer to additional training or to a four year university; entered military or foreign service. Placement data to be determined one full calendar year after program completion with percentages based on a valid sample of program completers for the institution. The Department of Education will provide guidelines regarding valid sampling techniques and procedures.

Standard 4: At least 92% of the certificate of achievement, degree, or diploma program completers are reported to be in one of the eligible placement categories.

Proposed Postsecondary Measures to be Phased Into the Statewide System.

By 1993-94

The rate of retention of full-time occupational students will be above the rate of retention for A.A. Transfer Degree full-time students.

By 1994-95

Gains in academic skills (writing, reading, mathematics) will be measured by utilizing pre-test and post-test scores from a standardized academic assessment instrument on a validated sample of full-time students enrolled in a degree or certificate programs.

By 1995-96

Occupational competency gains will be measured for all occupational programs using business and industry validated occupational competency certificates provided to program completers. Program completers will demonstrate mastery of at least 90% of the competencies identified in the validated competency certificate as determined by the program instructor(s) through observation, testing and hands-on demonstrations. Mastery means that the student is able to perform at a level that is equal to or greater than business and industry requirements as validated by a technical skills committee.

Special Populations—Incentives and Adjustments

Programmatic Adjustments

- Smaller class sizes for classes with high concentrations of special populations.
- Modifications to classrooms and equipment that would help facilitate the achievement of the measures and standards by special populations groups.
- Alternative transportation services for targeted special population groups.
- Alternative assessment instruments.
- Flexibility in the amount of time allowed to complete a skill, course, program, or graduation requirement.
- Development of non-English informational material pertaining to occupational education programs that facilitate the dissemination of information and accessibility of occupational education to students, parents and the community.
- Optional graduation diplomas for special population students.
- Development of occupational goals and objectives as part of a student's Individualized Education Program (IEP) that reflect the handicapping condition of the student for mastery of the objectives.
- Any additional supplemental service such as curriculum modification, supportive personnel, and instructional aides or devices that would improve rates of attainment or learning and competency gain by the students.

Incentives

- Additional staff development release time provided to professional staff for the selected sites or programs to enhance knowledge and skills in effectively teaching special population students.
- Special recognition provided by local agency for sites or programs that have excelled in working with special population students has exceeded all statewide system standards.
- Special recognition provided by local agency to administrators, teachers, counselors or support staff who have excelled in working with occupational special population students receiving assistance under the Act.

All agencies receiving financial assistance under Part C of Title II (Basic Grant Allocations) of the Perkins Act will be required to address, as part of the required annual evaluation report to the Department of Education, what adjustments or incentives were used within the agency to encourage services to special population students.

Local Modifications

No local modifications this year. Local modifications will be based on the results of this year and recommendations from the Committee of Practitioners.

Implementation

Coordination between secondary and postsecondary. Extensive list of definitions. An implementation guide and worksheet checklists have been developed. Every local district will have an on-site visit once a year. Numerous workshops have been conducted.

Coordination

The Nevada Department of Education staff will participate in a process to promote coordination with the focus of the process being to avoid duplication of effort, maximize utilization of all available resources and provide training and education which meets the needs of the existing labor market. Department of Education staff will provide relevant coordination information during on-site program monitoring and through statewide administrator workshops as well as through written communication whenever appropriate.

In addition to State Occupational staff efforts, local Basic Grant applications submitted to the Department of Education are reviewed by state staff responsible for: administration of the Chapter 1 programs, administration of the Education for the Handicapped Act, and administration of the Bilingual Education Act. The review includes how coordination of services will be provided within the agency that address utilization of existing resources and linkage activities with the respected federally funded programs. Recommendations developed as a result of the review are provided to applicants and are addressed in a revised application submitted to the Department of Education.

The review by Nevada Department of Education staff takes into consideration the descriptions and assurances provided by applicants regarding Section 5.09 (Basic Grant local application requirements) of the Nevada State Plan. Section 5.09 requires local applicants to describe coordination efforts with programs funded under JTPA, representatives of occupational education, special education, and the Nevada Vocational Rehabilitation Division.

All agencies receiving financial assistance under Part C of Title II (Basic Grant allocations) from the Perkins Act will be required to address, as part of the required annual evaluation report to the Department of Education, the coordination efforts with other programs receiving federal assistance to include procedures and methods developed for using existing resources and the outcomes resulting from such coordination efforts.

NEW HAMPSHIRE

Secondary Measures and Standards

Contact: Joan Schwartz (603) 271-3454

Basic and More Advanced Academic Skills: Pre/Posttest Required

Standard 1: One hundred percent of program completers will demonstrate academic gains commensurate with program objectives, or the student's individualized instructional plan.

Instrument: Assessment instruments shall be capable of assessing basic and more advanced skills in math and language arts such that the instrument(s) are (1) appropriate to the student population served, (2) sensitive enough to measure student gains, and (3) reliable and valid.

Reporting: Eligible recipients will identify the instrument(s) to be used at the local level for assessing basic and more advanced academic skills and the method to be used in reporting student gains to the state.

Occupational Skills and Competencies Attained

Standard 2: No less than 80% of program completers will attain 100% of the core competencies identified for that program.

Instrument: Occupational skill profiles and/or competency check lists are considered appropriate instruments in the assessment and reporting of occupational skills and competencies attained.

Reporting: Occupational skills and competency attainment of students in that program will be reported in terms of the proportion of students in the program attaining 100% of the program's core competencies at a minimal level of proficiency, and a breakdown of the proportion of core competencies attained for those students attaining less than 100% of the core competencies.

Program Completion Rates

Standard 3: Not less than 80% of all students enrolled in a vocational program will complete the program.

Instrument: Program completion rates will be calculated in terms of the proportion of students enrolled in a program who successfully complete the sequence of courses, and/or demonstrate acquisition of the skills and competencies necessary to successful program completion.

Reporting: Program completion rates will be calculated using data obtained from the End-of-Year enrollment reports. The NH Department of Education will provide each eligible recipient under Title II, Part C: Secondary Programs with a summary report of their program completion rates.

Education and/or Employment

Standard 4: Eighty percent of program completers will be employed and/or continuing their education not less than eight months after program completion.

Instrument: Follow-up studies of program participants will be conducted by eligible recipients on all vocational program completers, and those program leavers who have left school, eight months after program completion. Survey instruments will be provided to eligible recipients by the NH Department of Education.

Eligible recipients shall obtain not less than a 25% survey response rate. Eligible recipients have the option of conducting a random sample of 50% of their program completers/leavers. The survey response rate for recipients choosing to conduct a survey based upon a random sample shall obtain not less than a 50% response rate.

Reporting: Eligible recipients will distribute, collect, and process follow-up surveys, and provide the data to the Dept. of Education in the form of electronic tape or floppy disc. Reports will be produced by the Department of Education and returned to the schools. In addition, the NH Department of Education will provide each eligible recipient under Title II, Part C: Secondary Programs with a summary report of all survey results.

Special Populations

Measure 5: Participation dispersion rates of special populations.*

Standard 5: Eligible recipients will demonstrate movement toward equalizing the distribution of special populations across all programs.

Instrument: Changes in participation rates will be measured by the year-to-year change in the standard deviation of the "proportion of students enrolled in the program who are members of special populations." A decrease in the standard deviation from one year to the next indicates a positive movement toward a more equalized distribution of special populations in programs.

Reporting: The NH Department of Education will provide the analysis of changes in the distribution of special populations as measured by the standard deviation each year.

Measure 6: Participation rates of students in programs non-traditional to their gender.

Standard 6: Eligible recipients will increase the proportion of students enrolled in programs that are non-traditional for their gender.

Instrument: Participation rates of students in programs non-traditional for their gender will be measured in terms of the aggregate proportion of those students who are enrolled in programs identified as non-traditional for their gender.

Reporting: The NH Department of Education will provide the analysis of participation rates of students enrolled in programs identified as non-traditional to a particular gender.

Student Satisfaction

Standard 7: Not less than 85% of students surveyed will report an average score of 2.0 or better ("Good to Very Good") in response to survey questions regarding the quality of their vocational program.

Instrument: Student satisfaction will be measured in terms of aggregate student response, by program, to follow-up survey questions relative to satisfaction with the instructor and program.

Reporting: The NH Department of Education will provide an analysis of the student responses to follow-up survey questions regarding satisfaction with the instructor and program.

Special Populations

In cases where the assessment instrument(s) used in measuring academic and occupational gains is inappropriate for a student with special needs, an alternative form of assessment may be used. In such cases, the eligible recipient shall report the academic and/or occupational gains for these students separately.

Local Modifications

Local Modification of Program Outcome Standards: Baseline data drawn from survey data of the previous three years may be used by the eligible recipient in the modification of program and/or institutional standards. Modified standards must demonstrate a goal of movement toward improving upon the program outcomes of previous years.

Implementation

There have been two to three technical assistance workshops for local recipients and data collection administrators designing a guidebook for locals.

Coordination

In the applications, local programs must describe how they will coordinate with other organizations as well as coordinate funds.

New Hampshire Postsecondary Measures and Standards

Contact: Keith Bird (603) 271-2727

Educational Achievement

Measure 1: Competency performance—core competencies.

Standard 1: Core competencies will be identified by the Department during the academic year 1992-93. Standards will be developed in 1993-94 based on the core competencies and implemented during the 1994-95 academic year.

Instrument: At a minimum, math, reading, and writing skills will be assessed beginning Fall, 1992 utilizing existing testing instruments. As appropriate, pre-test and post-test will be utilized as a method. By the Fall of 1993, a uniform system utilizing ACT Asset will be implemented to measure critical academic competencies which are currently in the process of being developed on a statewide basis. Current methods of measuring competency gains in program(s) will be collected and assessed in 1992-93. The implementation of measurement of competency gains will begin during the 1993-94 on a pilot basis.

Reporting: Assessment instruments will be identified and described by each postsecondary institution to include method of reporting student gains.

Measure 2: Competency performance—curriculum specific.

Standard 2: Curriculum specific competencies will be identified by academic departments during 1992-93. Standards will be developed in 1993-94 and implemented during 1994-95.

Instrument: Programs will provide samples of exams used, describe how they are administered and scored and how results are interpreted in each of the following:

1. Examinations developed by faculty and/or professional licensing or certifications organizations :o measure the attainment of course and program outcomes as appropriate.
2. Supervised occupational experience evaluations.
3. Laboratory/affiliation/clinical evaluations.

Reporting: Exams, certification, practicum evaluations, and other types of evaluation will be identified and described by each academic department to include method of reporting attainment of competencies.

Student Goal Completion

Standard 3: A standardized definition of program leavers will be established with an instrument to identify the student's educational goals upon registration. This process will be developed during the academic year 1992-93 with the goal of integrating the data into the system's computerized student record database by September, 1993. Benchmarks will incorporate individual/educational goals.

Instrument: In 1992-93, institutional and program retention data will be collected for the following benchmarks:

a) completion of associate degree, certificate, or diploma; and
b) retention by semester.

These benchmarks will be adjusted for those who leave for reasons of: transfer to other program/institutions, academic dismissals, attendance status (full-time/part-time). This data responds to the mandate of the Student Right-to-Know and Campus Security Act of 1990 to provide information about graduation rates. Colleges are required to file their plan for implementation by July 1, 1992.

Reporting: Student goal completion reporting will correlate to definitions of program leavers. Each academic program will describe methods used to collate and report goal completion by program leaver categories.

Employment and/or Continuing Education

Standard 4: Colleges will be responsible for establishing standards for 1992-93 based on the historical tends (from 1990-91 and 1991-92) for placement of Associate Degree completers. Benchmarks for student goal completion developed during academic year 1992-93 will be implemented in Fall 1993-94.

Instrument: The Department collects information on job placement and transfer in the following areas:

a) employment placement by program;
b) training-related job placement by program;
c) continuing education (transfer to other institutions after graduation); and
d) starting salaries.

Reporting: Each postsecondary institution will aggregate follow-up data on education/employment status of degree completers and include method of reporting findings.

Student and Employer Evaluations

Standard 5: Follow-up survey data will be used for graduates to determine student evaluation of the program and employer survey data will be used to assess the employers' rating of the student.

Instrument: Currently, a variety of instruments are utilized by the institutions of the Department of Postsecondary Technical Education. A uniform student survey for program evaluation will be developed for implementation by the Spring of 1993 (for graduates of 1992) to provide the baseline data for establishing the standard for the graduates of 1993. The same will be done for employer evaluations of programs.

Reporting: Colleges will provide an analysis of student/employer responses to follow-up surveys and describe methods to collate and report findings.

Access and Equity for Special Populations

Standard 6: Colleges will be responsible for establishing a threshold for 1992-93 based on historical patterns (1990-91 and 1991-92) and trends in enrollment of special populations. The baseline data collected will be utilized to develop standards for the academic year 1993-94.

Instrument: Participation and dispersion rates of Special Populations—the distribution of special populations in all programs as measured by the differences in the proportion of special needs populations compared to total student population will be measured.

A uniform system of identifying and collecting data regarding Special populations will be implemented for Fall 1993.

Reporting: Each institution will report changes in participation rate and distribution of special populations. Each institution will describe the methods of reporting changes in rates and distribution of special populations. Each college shall report its efforts to identify the barriers to accessibility for Special Populations and the levels of achievement for these groups as measured in performance measures 1, 2, 3, and 4 above.

Student Participation in Programs Non-Traditional for their Gender

Standard 7: Colleges will be responsible for establishing a threshold for 1992-93 based on historical patterns (1990-91 and 1991-92) and trends in enrollment of students in programs non-traditional for their gender and to set standards. The baseline data collected will be utilized to develop standards for the academic year 1993-94.

Instrument: The gender ratio as measured by population of students enrolled in programs considered non-traditional for their participation (e.g., male students in nursing).

A uniform system of identifying and collecting data regarding non-traditional populations will be implemented for Fall of 1993.

Reporting: Each institution will describe the system for reporting changes in rates and distribution of non-traditional students.

In addition, each college shall identify the barriers to accessibility for non-traditional populations and levels of achievement for these groups as measured in performance measures 1, 2, 3, and 4 above.

Special Populations

See above Measures 6 and 7 on trends in enrollment for special populations and non-traditional gender participation.

Implementation

Each curriculum will be evaluated utilizing the performance measures and methods described above. During the academic year 1992-93, existing tools and survey forms may be used to assess each performance measure. If it is not possible to apply each method to a specific curriculum, the college shall provide a rationale for this and/or a plan as to alternative methods.

NEW JERSEY

One Set of Measures and Standards

Contact: Martha Pocsi (908) 290-1900

Achievement of Basic and Advanced Academic Skills

Measure 1: Acquisition of basic skills.
Secondary: Eighth Grade Early Warning Test.
Postsecondary-collegiate: New Jersey College Basic Skills Proficiency Test (NJCBSPT).
Postsecondary-noncollegiate: High School Proficiency Test (HSPT) or Test of Adult Basic Education (TABE).
Standard 1:
90% pass rate (AY 92-93).
90% pass rate for students completing remediation (AY 92-93).
90% pass rate (AY 92-93).

Measure 2: Gain in acquisition of basic skills.
Secondary: Eighth Grade Early Warning Test.
V-TECS academic item banks.
Postsecondary-collegiate: NJCBSPT.
Postsecondary-noncollegiate: HSPT or TABE.
Standard 2:
2% increase in proportion of students passing compared to prior year (AY 93-94).
20% gain from pre- to post test scores (AY 94-95).
2% increase in proportion of students passing compared to prior year (AY 93-94).
2% increase in proportion of students passing compared to prior year (AY 93-94).

Measure 3: Acquisition of advanced academic skills.
Secondary: HSPT.
Enrollment in Tech Prep programs.
Enrollment in advanced placement courses.
Enrollment in honors program courses.
Postsecondary: grade point average.
Standard 3:
95% pass rate (AY 93-94).
70% eligible for year 3 enrollment (AY 93-94).
To be developed (AY 94-95).
To be developed (AY 94-95).
Minimum of a 2.5 average for program graduates or course sequence completers (AY 92-93).

Measure 4: Gain in acquisition of advanced academic skills.
Secondary: HSPT.
Enrollment in Tech Prep programs.
Enrollment in advanced placement courses.
Enrollment in honors program courses.
Postsecondary: grade point average.
Standard 4:
10% increase in proportion of students passing compared to prior year (AY 93-94).
10% increases in students eligible for year 3 enrollment (AY 93-94).
To be developed (AY 94-95).
To be developed (AY 94-95).
2% increase in GPA for program graduates or course sequence completers (AY 93-94).

Attainment of Marketable Occupational Competencies

Measure 5: Attainment of occupational competencies.
Certification and licensure examinations or nationally-recognized examinations* (e.g. NOCTI examinations).
Standard 5: 70% pass rate for all students qualified to sit for examinations (for NOCTI, scores at or above the national average)** (AY 92-93).
Exceptional standard: 90% pass rate.
*Districts may choose NOCTI or other available tests.
**Use agency established rate if higher than 70%.

Measure 6: Gain in occupational competencies.
Certification and licensure examinations or nationally-recognized examinations.
Standard 6: 2% increase in proportion of students passing or 20% gain in pre- to post-test scores (if pretest is possible with exam chosen) (AY 93-94).

Measure 7: Employer satisfaction with student preparation.
SETC/SCOVE follow-up survey.
Standard 7: 85% of employers of program graduates or course sequence completers who respond report satisfaction with level of competence (AY 93-94).
Exceptional standard: 95% employer satisfaction rate.

Measure 8: Learner satisfaction with preparation for employment.
SETC/SCOVE follow-up survey.
Standard 8: 85% of program graduates or course sequence completers who respond report satisfaction with their preparation for employment (AY 93-94).

Measure 9: Rate of job placement related to training, including further education or military.
SETC/SCOVE follow-up survey.
Standard 9: 75% of graduates/completers who respond obtain successful placement* (AY 92-93).
Exceptional standard: 90% of graduates/completers obtain successful placement.
*Placement standard to be adjusted as follows:

a. Local unemployment rate: For each 1.0% that the county's unemployment rate exceeds the state average, the local placement standard shall be reduced by 10%.
b. Special education students: The placement standard for special education students shall be 10%.

Measure 10: Job entrance wage.
SETC/SCOVE follow-up survey.
Standard 10: Program graduate/completer wages equal or exceed local norms for occupation (AY 93-94).

Program Retention and Completion Rates

Measure 11: Retention/completion rate.
Program enrollment reports (AY 93-94).
Standard 11:
Secondary: 80% of those enrolled complete the program.
Postsecondary: 80% of those enrolled complete the program, transfer to another institution, or reach their educational goals.

Participation of Special Populations

Measure 12: Recruitment.
Enrollment data.
Standard 12: Initial enrollment in program is within 20% of institution's enrollment in regard to gender, racial/ethnic group, and special needs categories (AY 93-94).

Measure 13: Retention.
Enrollment data (AY 92-93).
Standard 13: Retention rate for each special population is within 10% of total program rate.
Exceptional standard: retention rate equals or exceeds the total program rate.

Measure 14: Placement.
SETC/SCOVE follow-up survey (AY 93-94).
Standard 14: Placement rate for each special population is within 10% of total program rate.
Exceptional standard: placement rate equals or exceeds the total program rate.
Foundations for Lifelong Learning
Measure 15: Learner interest in enrolling for further education or training.
SETC/SCOVE follow-up survey.
Standard 15: 75% of program graduates or course sequence completers who respond indicate an interest in further education or training (AY 93-94).

Measure 16: Learner satisfaction with preparation for further education or training.
SETC/SCOVE follow-up survey.
Standard 16: 75% of program graduates or course sequence completers who respond report satisfaction with preparation for further education or training (AY 93-94).

Measure 17: Learner enrollment in further education or training.
SETC/SCOVE longitudinal study.
Standard 17: 75% of program graduates or course sequence completers who respond enroll in additional education or training within five years of graduation/completion (AY 97-98).

Special Populations

The Division of Adult and Occupational Education intends to implement a recognition system for programs that serve high numbers of special needs or other "hard-to-serve" students. This will help assure that programs do not seek to serve only the top achieving students. Job placement standards have been adjusted for special needs students.

The Division also proposes a series of standards for exceptional programs. Programs attaining the exceptional standards will also participate in the Division's recognition system.

Local Modifications

The local modifications based on "economic, geographic, or demographic factors; or characteristics of the populations to be served" are noted in the list of elements.

Implementation

Extensive list of definitions available.

NEW MEXICO

Secondary and Postsecondary Measures and Standards

Contact: Tom Trujillo (505) 827-6670

Accessibility

Measure 1: Accessibility will be measured by comparing the percentage of each special population represented in each vocational program with each special population enrollment in the school district (secondary) or service area (postsecondary). Students may be counted once under each special population for which they qualify. They can not be counted more than once in any one area.

Standard 1.1: Special populations represented in vocational program at 80% or more of the representation in total enrollment.

For example:	Total County demographics for counties in service area If Post Secondary Institution	80% of Population in area
Economic Disadvantaged	65%	52%
Academic Disadvantaged	34%	27%
Persons w/Disabilities	9.2%	7.7%
Limited English Prof.	23%	18%

Data to make these measurements will be collected through four existing systems (CHE, SDE, VTIS, and Census data from DOL).

Standard 1.2: Sex Equity—For the purposes of the standards and measures system a figure of 255 will be utilized to determine threshold levels of female–male enrollment in courses for nontraditional roles in both the secondary and postsecondary programs.

Secondary Student Gain

Measure 2: Basic academic gain will be measured through the use of two standardized testing systems used in the public school system.

a. Iowa Test of Basic Skills (ITBS) testing occurs during 8th grade. This test will establish baselines of basic academic levels.

$$\frac{\text{\# of Voc. Stdnts at or above grade level}}{\text{\# of Voc. Stdnts taking test}} \quad x = \text{rate}$$

b. The New Mexico Competency Exam is administered starting in the 10th grade. Those that pass all areas of the test are deemed to have gained mastery of basic academic skills. The testing is repeated in the 11th and 12th grade to those who have not passed any portion of the exam. Once this test is passed, it verifies that the basic skills are mastered.

$$\frac{\text{\# of Voc. Stdnts passing NM Competency}}{\text{\# of Voc. Stdnts taking test}} \quad x = \text{rate}$$

The ITBS and NMCE data will be collected directly through the State Department of Education database.
Standard 2: Compare ITBS & NMCT scores with school, state, and national scores. Rate of student performance at identified levels to be determined.

Measure 3: Higher level academic and vocational skill attainment.

a. The secondary levels student outcomes will be based on rate of completion of courses, programs and/or competencies. Schools should use the 40 day count for first semester or year long courses and the 90 day count for second semester only courses.

Note: Completion of a course or program is the successful completion with a grade of "C" or fulfillment of requirements in a satisfactory manner.

$$\frac{\text{Number completing course}}{\text{Number enrolled in course}} \quad x\ 100 \text{ Completion Rate}$$

b. Individuals with disabilities in the secondary school will have basic academic skills, occupational skills and higher level academic skills measured through completion of the IEP goals and objectives relating to vocational programs.

Each school will report as follows:

# of Stdnts completing IEP Voc. goals & objs.
Total # of stdnts with IEP Voc. goals and objs. x 100 = Rate

Standard 3: Completion rates to be set for regular and IEP students.

Postsecondary Student Gain

Basic Academics

Measure 4: Developmental studies completion rate.
Measure of the number of students entering developmental studies courses and the number completing the courses. Completion of a course or program is the successful completion with a grade of "C" or fulfillment of requirements in a satisfactory manner.

number completing development studies by course
for fall and spring semester x 100 = Completion
number enrolled on the census date in Rate
studies by course for fall and spring semester

Standard 4: Completion rate to be set for developmental English and math.
Note: A minimum level on 5 standardized tests has been established statewide for entrance into freshman level or regular program level courses. Placement into developmental courses is based on placement or admission evaluations using these test or equivalent criteria. Completion of developmental courses represents attainment of these minimum scores represented on the identified test.

Test	Math	English
ACT	16+	16+
Enhanced	19+	19+
TABE	10+	10+
GED	50	52
CPT	61	86
ASSET	42	44

Measure 5: Success rate analysis.
This step then compares the success rate of those students who completed developmental studies with those students who did not take developmental studies. The premise being that if those students who completed developmental studies are as successful or more successful in completing courses, programs or degrees as those who did not need basic academic remediation, then the students have indeed reached the above determined scores on nationally normed standardized tests. The data and success rate studies will be the responsibility of the individual institution.

Standard 5: k^2 = or less than 3.84. If higher than 3.84 the success rate must be in favor of the developmental studies students (FY 92-93).

Advanced Academic, Vocational, and Occupational Attainment

Measure 6: Postsecondary programs will identify the number of students receiving degrees or certificates (as defined by Commission Higher Education). This data must be collected by total population and for each special population.
Standard 6: Trends will be monitored to determine a standard.
Method: Number of vocational graduates for each program and total vocational for ending fiscal year.

Measure 7: Passage rates for national and state certification and licensing evaluations will also be utilized to determine attainment of occupational and higher level skills. This data must be collected by total population and for each special population.
Standard 7: Passage rates for each certification and licensing evaluations will be determined.
Method: Number of students taking and number passing licensing and certification examinations during the ending fiscal year.

Placement

Measure 8: Data will be reviewed for all secondary and postsecondary students completing degree or certificate programs in vocational areas to determine placement rate in field of training, out of training area, and non-placement. This includes employment, further education, and military enlistment.

Students will be identified through the completer files of the CHE and VTIS for use in this activity. Results of this activity will be provided to the various schools and institutions. In order to tap into the various data banks for placement data, a standardized release of information form is included for institutional use in all vocational completer processing materials.

Standard 8: Placement rates to be set for placement in and out of trained area.

Employment: Through access to the state employment security records, Federal Insurance Contributions Act, the following data will be collected and utilized in measuring program effectiveness: employment, employment in field of training, income level changes, and unemployed.

This data will be based on the past calendar year information. The September 1993 report will include spring and fall of 1992 data. This will allow for the lag in uploading information and provide time for completers to enter the job market.

Continued or Advanced Education: The Commission on Higher Education will provide information on persons enrolled in continued or advanced training through their data files.

Military Placement: Military placement data will be provided through an agreement with the U.S. military.

Employer and Student Satisfaction: The two year postsecondary and LEAs will have the responsibility to compile employer satisfaction and student satisfaction data.

Special Populations

Accessibility measure and standard included in the system.

Incentives

1. Those schools and institutions meeting or exceeding all standards will receive recognition as Outstanding Vocational Programs. This listing will be presented to the State School Board of Education, listed in the State vocational newsletter, and receive a certificate of outstanding performance.

2. Currently being explored is the extension of time between monitoring visits, exclusion of some areas from monitoring, and exclusion of specified items from funding proposals.

Local Modifications

Locals contact state directly and present their alternatives to any measures. If it is reasonable and the established system does not work, the alternative is accepted.

Implementation

Each standard has a FY when it will come into play. All measures are currently in place.

Coordination

Coordination with Department of Labor is through the use of their files for job placement. Also Department of Labor projects have access to the data associated with students in their programs.

NEW YORK

Secondary Measure and Standards

Contact: Mark MacFarland (518) 474-4806

Measure 1: Basic level outcomes (six are required for 1992-93).
Standard 1.1: 100% attainment for students completing a minimum occupational education sequence of 3 or more units will satisfy the minimum competency requirements in mathematics, reading, and writing. 100% of applicable students will pass the appropriate regents Competency Test, or satisfy an equivalent alternative as specified in the "Regents Competency Test and Proficiency Examinations, School Administrator's Manual."

Measure 2: Advanced level (three are required for 1992-93).
Standard 2.1: 50% attainment for students completing a minimum occupational education sequence of 5 or more units; 5% increase in this percentage each subsequent year.

Measure 3: Program completion rate.
Basic Standard 3.1: 73% of students enrolled in an occupational program will complete the program, i.e., successfully meet all of the program requirements.
Mastery Standard 3.2: 97% of students enrolled in an occupational program will complete the program, i.e., successfully meet all of the program requirements.
Calculation: Program completers–program completers and leavers.

Measure 4: Secondary success rate.
Basic Standard 4.1: 84% of students who complete an occupational education program will either find employment or continue their education upon leaving secondary school.
Mastery Standard 4.2: 96% of students who complete an occupational education program will either find employment or continue their education upon leaving secondary school.
Calculation: Employed and pursuing additional education–completers.

Measure 5: Program completion rate for disadvantaged.
Standard 5.1: The gap, if any, between the Program Completion Rate for all of an agency's occupational education students and the Program Completion Rate for its disadvantaged occupational education students will be eliminated by reducing the gap at least 2% per year, without reducing the proportion of disadvantaged students enrolled in occupational education.
Calculation: Disadvantaged completers–disadvantaged completers and leavers.

Measure 6: Program completion rate for handicapped.
Standard 6.1: The gap, if any, between the Program Completion Rate for all of an agency's occupational education students and the Program Completion Rate for its occupational educational students with handicapping conditions will be eliminated by reducing the gap at least 2% per year, without reducing the proportion of handicapped students enrolled in occupational education.
Calculation: Handicapped completers–handicapped completers and leavers.

Measure 7: Secondary success rate for disadvantaged.
Standard 7.1: The gap, if any, between the Secondary Success Rate for all of an agency's occupational education students and the Secondary Success Rate for its disadvantaged occupational education students will be eliminated by reducing the gap at least 2% per year, without reducing the proportion of disadvantaged students enrolled in occupational education.
Calculation: Disadvantaged employed and pursing additional education–disadvantaged program completers.

Measure 8: Secondary success rate for handicapped.
Standard 8.1: The gap, if any, between the Secondary Success Rate for all of an agency's occupational education students and the Secondary Success Rate for its occupational education student with handicapping conditions will be eliminated by reducing the gap at least 2% per year, without reducing the proportion of students with handicapping conditions in occupational education.
Calculation: Handicapped employed and pursuing additional education–handicapped program completers.

Special Populations

See above measures and standards for completion and success rate.
Philosophy: "Since modifying standards for special populations may impede these individuals in gaining meaningful employment and/or furthering their education, caution should be exercised."

Implementation

This is a system of student focused measures and program focused measures.
The 67 agencies who are recipients of VATEA funds will be required to participate in this system. A document containing all measures and standards, instructions and reporting procedures will be mailed to over 700 local districts and 41 BOCES by September 25, 1992. Compliance for schools and BOCES not receiving VATEA funds will be optional. A select group of 14 BOCES and component schools have been identified to go beyond the minimums established for VATEA recipients. Their responsibilities will include addressing outcomes beyond those that will be prescribed and providing recommendations for alternative means of assessment. Pilot school debriefing will be held in May 1993. October 1993 initial results compiled and December 1993 modifications to the system.

Program Evaluation Guide includes description of measures and standards, Career Preparation Student Profile, Program Profile, Criteria Guide, Local Program Evaluation Questionnaire, Glossary of Terms.

Coordination

A formal presentation on the status of the secondary system was given at the AVEA spring conference. A groups of six BOCES administrators was convened at the end of May to elicit recommendations on the system.

New York Postsecondary Measure and Standards

Contact: Tom McCord (518) 474-5091—postsecondary; Mark Haskins (518) 474-8920—adult

Community Colleges—Outcome Measures

Measure 1: Completion rate.
Program completion is considered an effective measure of the appropriateness of the program for the students. Students with adequate skill levels as well as appreciate interests and aptitudes are more likely to complete a program. Completion can also reflect the effectiveness of counseling, academic assistance, and other support services.

Measure 2: Placement/continuation rate.
This measure consists of two components: job placement and continuation of education.
The Placement/Continuation Rate reflects both students who complete a program and obtain employment in a training-related field and students who, upon completion, pursue additional education. Information will also be collected on placement in unrelated fields and in the military and will be factored into the evaluation design. Depending on a number of variables, including the field of study and the level of training, programs have different ratios of placement to continuation. Initially, the intent is to consider the Placement/Continuation Rates as a single measure. If, after analyzing the data, it is found that placement and continuation can more effectively be treated as separate measures, the system may be revised.

Measure 3: Skills acquisition rate.
This measure reflects the percentage of program completers who acquire a specified level of skills.
Although many approaches are being considered, SED, as a first step, proposes that all institutions submit a Student Skills Acquisition Assessment Plan in 1992 that includes the following components: a description of the process used within each program for identifying program skills and objectives (e.g., consultation with business advisory committee, job market factors, etc.); a description of the process used to evaluate student acquisition of those skills (e.g., grade of "C" or better, skills portfolio, licensure examinations, etc.); and a description of the process for documenting skills acquisition (e.g., transcripts, skills portfolios, etc.). To aid institutions in developing such plans, a survey will first be conducted regarding existing student assessment practices. The responses will be used to assist institutions in developing institution-wide skills assessment plans. After these plans are submitted, SED will analyze the approaches to skills acquisition assessment and develop a methodology for calculating rates of skills acquisition after consulting field. Data on student skills acquisition will not be required from institutions in 1992-93.

Measure 4: Enrollment share.
Enrollment share represents the percentage of students who are members of special populations. (See definitions section for criteria for classifying students as targeted individuals.)

Measure 5: Targeted success rate.
Targeted success rate compares the percentage of targeted individuals completing a program, being placed in employment or pursuing additional education, and acquiring vocational skills with the percentages for all students. By comparing the rates for targeted individuals and the general student population, it is possible to determine whether they are succeeding at an equal rate. These factors will be combined to produce an index representing the success of targeted persons in the program.

Indicators for Registered and Non-Credit Programs

After consultation with the field, it has become clear that the unique characteristics of registered vocational education programs (credit-bearing programs of two years or less and programs leading to State licensure or certification) and non-credit vocational education programs of at least 100 hours would necessitate the use of different indicators for the four measures. In addition to the use of different indicators, definitions and data requirements for registered and non-credit programs should reflect the unique characteristics of each type of program. Therefore, data will be aggregated and analyzed separately and standards will be set separately so that these two types of programs can be evaluated independently. In developing an evaluation design, other factors will be examined that may affect program outcomes. If it is found that some programs have unique characteristics that affect outcomes, they will be evaluated using different methodologies.

Registered Programs

Measure 6: Program completion.
In registered programs, a "cohort survival" methodology is used to arrive at a graduation rate (i.e., the percentage of an initial cohort of students who gain a credential over a given period of time). For this reason, graduation rates for each registered program using a cohort survival methodology will be used as the indicator for program completion. Specific methods for accounting for transfers into and out of programs that are consistent across all programs will be arrived at through further discussion with the institutions. Registered non-credit programs such as licensed practical nursing (LPN) that do not at present report using a cohort survival model will use the Program Completion model described below for other non-credit programs.

Measure 7: Placement/continuation:
Registered programs often have a significant number of completers who pursue more advanced levels of training even though the original training is sufficient for entry level employment. The process of application for and acceptance in programs often delays the placement process. Also, in programs leading to licensure or certification, State examinations must be passed and often a practicum or internship must be served before the individual can enter employment. For these reason, 180 days will be allowed for individuals completing these programs to either obtain employment or be accepted in an additional educational program. Students enrolled in programs for skills enhancement will not be included in this measure.
A standard format for student follow-up will be disseminated to ensure that consistent data are collected. Students who do not respond will be placed in a "status unknown" category and they will not be included in the calculation of placement rates. In cases where the number of completers in a program is sufficiently large to allow for statistically valid sampling, a process may be approved to do so.
The Education Department is investigating the possibility of using a four-year cycle for follow-up. This means that each year only programs in specific occupational areas will be required to gather placement data. This would involve approximately 25% of all graduates each year. Other methods for program follow-up are being examined, including the use of unemployment files or tax records.

Measure 8: Skills acquisition.
During 1992-93, a survey will be conducted to identify current student assessment practices. Following this, recipients will be asked to submit an institution-wide Student Skills Acquisition Assessment Plan. Many institutions offering registered programs have already engaged in the activity of analyzing student assessment methods. Since 1989, the State University of New York has been involved in a system-wide analysis of student evaluation methods. Information is available on vocational program assessment and student skills assessment both in terms of basic skills and vocational skills. Individual SUNY campuses provide plans for future program assessment and program effectiveness measures.
It is anticipated that information available as a result of initiatives such as this system-wide analysis can be used to fulfill the requirements for Student Skills Acquisition Assessment Plans.
For registered programs leading to State licensure or certification, the State examination will be used as the indicator of skills acquisition. For these programs, a Student Skills Acquisition Assessment Plan will not be required. Alternative methods may be used to demonstrate skills acquisition for students who choose not to take the examination.

Measure 9: Enrollment share.
The % of the initial cohort that is classified as targeted individuals will be used as an indicator of enrollment share.

Measure 10: Targeted success rate.
The targeted success rate will be calculated by subtracting the percentage of targeted individuals graduating from a program and the percentage of targeted graduates placed in jobs or additional education from the percentage of the general student population achieving these outcomes. The differences will be combined to produce an index representing the success of targeted populations relative to the general population.
Data Required : The following data will be collected in 1992-93 on each registered postsecondary and adult vocational education program: Initial Cohort, Targeted Initial Cohort, Received Credential, Targeted Received Credential, Employed in Training Related Fields, Targeted Employed in Training Related Fields, Employed in Unrelated Field, Targeted Employed in Unrelated Field, Entered Military, Targeted Entered Military, Pursuing Additional Education, Targeted Pursing Additional Education, Status Unknown.

Colleges and universities will report through the Higher Education Data System (HEDS). Centralized data collection procedures used by SUNY and CUNY will be used to fulfill all performance standards data requirements. Other agencies offering registered programs will report through the system currently in use.

Non-Credit Programs

Measure 11: Program completion.
In non-credit programs, a completer versus noncompleter methodology will be used to arrive at an indicator for program completion. This means that in a given program year, the total number of program completers would be divided by the total number of persons exiting from a program (completers and noncompleters) to arrive at a completion rate.

Measure 12: Placement/continuation.
Non-credit programs are generally terminal (intended to lead to employment). Persons who enroll in these programs are usually adults who are seeking employment in the field. For these programs a 90-day period will be allowed for placement or continuation of education. A 90-day period is also consistent with requirements for similar programs under DTPA and the JOBS programs.

Skills Acquisition: During 1992-93, after an initial survey of skills assessment practices is conducted, recipients will be asked to submit an institution-wide Student Skills Acquisition Assessment Plan as described above. Institutions offering both credit and no-credit programs may submit a single institution-wide Student Skills Acquisition Assessment Plan covering both types of programs.

Enrollment Share: The enrollment share for non-credit programs will be the percentage of students exiting from a program (completers and noncompleters) who are members of targeted groups. (See definitions.)

Targeted Success Rate: The Targeted Success Rate will be calculated by subtracting the percentage of targeted individuals graduating from a program and the percentage of targeted graduates placed in jobs or additional education from the percentage of the general student population achieving these outcomes. The differences will be combined to produce an index representing the success of targeted populations related to the general population.

Data Required: The following data will be collected in the first year on each non-credit postsecondary and adult occupational education program: Completers, Targeted Completers, Noncompleters, Targeted Noncompleters, Employed in Training Related Fields, Targeted Employed in Training Related Fields, Employed in Unrelated Field, Targeted Employed in Unrelated Field, Entered Military, Targeted Entered Military, Pursuing Additional Education, Targeted Pursing Additional Education, Status Unknown.

Colleges and universities offering non-credit vocational programs will report through the Higher Education Data System (HEDS). Centralized data collection procedures used by SUNY and CUNY will be used to fulfill all performance standards data requirements for SUNY and CUNY institutions. Agencies that currently report on their adult programs using the Adult Education Program Report through the Office of Continuing Education will continue to use this report for performance standards purposes. Proprietary schools will continue to report through the Occupational Education Data System (OEDS).

Special Populations

See above measures. The first year postsecondary will not be able to disaggregate the performance of special populations for each measure and standard.

Local Modifications

There will be no local modifications.

Implementation

See above data collection and implementation issues. State-level administrators do not contact local administrators directly. They must go through central administrations. It is up to the central administration to handle issues such as local modification or special population incentives.

Coordination

Very little coordination with JTPA at the postsecondary level.

NORTH CAROLINA

Secondary Performance Measures and Standards

Contact: Donald Brannon (919) 715-1647

Measure 1: Transition.
Standard 1.1: The LEA's unemployment rate for vocational education completers of job skills-related programs will be lower than the county's youth unemployment rate.
Standard 1.2: By 1996 all vocational education enrollees, grades 9-12, will have a career development plan on file which includes academic and vocational courses appropriate for a designated career objective. The following will be phased in: 1992-93, 70% of vocational education enrollees; 1993-94, 80%; and 1994-95, 90%.

Measure 2: Placement.
Standard 2.1: A minimum of 70% of vocational education completers will enter further training/education including that received in the military.
Standard 2.2: A minimum of 75% of vocational education completers will indicate that they enrolled in vocational education because the courses related to their career objective.
Standard 2.3: A minimum of 70% of vocational education completers of job skills programs who are employed full-time will be employed in jobs related to their vocational program.

Measure 3: Enrollment.
Standard 3.1: If the enrollment of members of special populations in any vocational program area differs more than 33% from the percentage enrolled in all vocational programs in each school, the enrollment must be justified by documentation of student choices as evidenced by the career development plan.

Measure 4: Competency gain and attainment.
Standard 4.1: 80% of all students completing each vocational/technical education course will have mastered 80% of the core competencies designated on the statewide course blueprint.
Standard 4.2: 80% of all students completing each Level I or non-sequenced vocational/technical education course will have gained a minimum of 60% of the difference between the pretest score and the total possible post-test score as measured by valid pre/post-tests of all core competencies designated on the statewide course blueprint.
Standard 4.3: 80% of all students completing each Level II vocational/technical education course will have gained a minimum of 40% of the difference between the pretest score and the total possible post-test score as measured by valid pre/post-tests of all core competencies designated on the statewide course blueprint.
Instrument: Test bank (100 items test) 10 items for each objective (competencies) that teachers help develop. Weights each test item in relation to objective. Testmaker software with teacher to select test items, track achievement, and statewide reporting. Interim evaluation and pre- and post-test statewide students.

Measure 5: Student progress in the achievement of basic and more advanced academic skills.
Use the end of eighth grade test (Functional Literacy Test) for basic fundamental skills as the pre-test. Work with the Division of Testing to develop a second form to be given to vocational completers as a post-test. Post-test given at the end of the program (completion 11th or 12th). Calculate gains for each vocational program. From these gains develop a standard or standards.
Standard: To be developed.

Potential Measures:

1. Increase in career development plans.
2. Increase in competencies in II related to academic areas.

Special Populations

The standards data will be aggregated by special populations (disadvantaged, academically disadvantaged, economically disadvantaged, limited English). There are no adjustments (or weights) to the standard. North Carolina's philosophy is the nature of the funding is an incentive to service special population. If a special population is not meeting a standard, this is an incentive for the school to target the money to that special population. North Carolina has created a matrix of measurement of special populations required in section 115 and 117.

Local Modifications

No local modification process. The LEA acts as its own modifier by targeting the money to the local needs in order to meet the standards.

Implementation

Five of the nine standards will have performance information to report to the locals this year. Performance standards will be reported by population, school, and area. The state is creating a list of questions that help the local administrator think through where the problem area might be in their program if it is not meeting a particular standard.

Coordination

Performance measures and standards team met with representatives from JTPA and JOBS to see if their standards could be adopted. They can not.

North Carolina Postsecondary Performance Measures and Standards

Contact: J.W. Eades (919) 733-7051 ext. 445

Learning and Competency Gains

Measure 1: Percentage of required credit hours completed.

Consideration: (a) Identify number of required credit hours (those needed to complete a curriculum program); (b) colleges will collect the percentages of credit hours completed for each student and send percentages to DCC (CSPIS); (c) DCC will aggregate into four categories (0 to 25%, 26-50%, 51-75% and 76-100%). Data available through graduation readiness checker (the Student Progress Data System).

Measure 2: Completion of entire sequence required, which means graduation from a certificate, diploma, or degree curriculum program. Number of students completing 100% of required credit hours (data available through CSPIS).

Measure 3: Rates at which students pass remedial course (duplicated headcount)

$$\frac{\text{No. of remedial courses passed}}{\text{No. of remedial courses taken}}$$

Consideration: (a) Identify remedial courses — include remedial or developmental courses offered in conjunction with curriculum programs; (b) transcript data on pass/fail status of students in remedial courses; (c) measure by duplicated headcount of remedial courses passed; (d) data available through remedial processor or graduation readiness checker; (e) "W" grades will be omitted from equation — will use only passing and failing grades.

Measure 4: Rates at which students pass "general education" and "related" courses (duplicated headcount)

$$\frac{\text{No. of general ed. and related courses passed}}{\text{No. of general ed. and related courses taken}}$$

Consideration: (a) Identify general education and related courses; (b) transcript data on pass/fail status of students in selected courses; (c) measure by duplicated headcount of selected courses passed; (d) omit "W" grades as above; (e) data not immediately available, but can be collected through modification of graduation readiness checker.

Retention

Measure 5:

$$\frac{\text{No. of students re-enrolled in winter or spring quarter}}{\text{No. of students enrolled (and not completing) in fall quarter}}$$

Using curriculum data, the proportion of students who enrolled in fall quarter, did not complete their program in fall quarter and subsequently enrolled in winter and/or spring quarter of the same year. (Critical Success Factor 1.E. for vocational and technical students). Analysis will break down listing of students into four categories, according to the number of credit hours they take in the fall quarter(12 or more, 9-11, 6-8, 5 or fewer). Completion means graduation from a certificate, diploma, or degree curriculum program.

Access for Special Needs Students

Measure 6: Compare the percentages of special needs students enrolled in vocational and technical curriculum programs to the percentages enrolled in all of the curriculum programs.

$$\frac{\text{\% of special needs students enrolled in v/t programs}}{\text{\% of special needs students in all curriculum programs}}$$

Consideration: (a) Identify special needs students (Handicapped, economically and academically disadvantaged, criminal offender, sex equity); (b) enrollment data for all curriculum programs; (c) "all curriculum programs" include vocational, technical, college transfer, and general education. V099, T099, dual enrollment, Huskins Bill, and special credit (V or T 301, 302, 303) are excluded; (d) ideally, the above equation should equal 1, i.e., the percent of special needs students enrolled in v/t programs would be the same as the percent of those enrolled in all curriculum programs; (e) can be computed from current data.

Measure 7: Compare the percentages of special needs students completing vocational and technical curriculum programs to the percentages completing all of the curriculum programs.

$$\frac{\text{\% of special needs students completing v/t programs}}{\text{\% of special needs students completing all curriculum programs}}$$

Consideration: (a) Completion data for all curriculum programs (again, completion means graduating from a certificate, diploma, or degree curriculum program); (b) "all curriculum programs" include vocational, technical, college transfer, and general education. V099, T099, dual enrollment, Huskins Bill, and special credit (V or T 301, 302, 303) are excluded; (c) ideally the equation should equal 1, i.e., the percent of special needs students completing v/t programs would be the same as the percent of those completing all curriculum programs; (d) can be computed by matching CSPIS to curriculum registration file.

Standards

The community college system will set standards based on the state-level experience, that is, following collection of data on each measure, the data will be analyzed using averages, medians, and modes to determine appropriate levels for standards. The 1992-93 year will provide baseline data; standards will be developed and applied to 1993-94 performance. Standards will be re-examined annually to determine whether they continue to be appropriate.

Special Populations

See above measures for measure completion and enrollment of special populations. Programs that receive Perkins funds must enroll above the average number of special population and use the money for programmatic adjustments. Performance of special populations can be disaggregated for each measure and standard.

Local Modifications

A process for local modifications will be developed.

Implementation

1992-93 will provide baseline data to use to set standards. Vocational education deans were involved in the development of the systems. State met with the MIS data collection personnel in five regional meetings to discuss the requirements. Local monitoring will take place in the form of a desk audit for each institution and an on-site visit of 20% of the institutions each year. All vocational programs will be evaluated with the performance measures and standards.

Coordination

The state-level administrator in charge of performance measures and standards works in the work-readiness division. JTPA and vocational education work together. All applications and supplementary grants are signed off by the PICS.

NORTH DAKOTA

One Set—Secondary and Postsecondary Measures and Standards

Contact: Vicki L. Neuharth (701) 224-3180

Quality of Design/Redesign

Quality of design begins with assessment, planning, and design of the learning environment. Vocational-technical education should be designed/redesigned, resulting in a full range of programs and services of sufficient size, scope, and quality. Appropriate and sequential courses of student will promote academic and occupational competence for every student.

Standard 1.1.: Mission philosophy statements.
The school or college shall include a rationale for and the role of vocational-technical education programs in its mission/philosophy statements.

Standard 1.2: Needs assessment.
The school or college shall conduct and utilize a needs assessment to design/redesign its vocational-technical education programs and services.

Standard 1.3: Cooperative planning.
The school or college shall coordinate its local planning with area schools and colleges, community organizations, industry/economic development efforts, and other providers of education and training for employment.

Standard 1.4: Educational equality.
The school or college shall ensure equal access and treatment for all students regardless of race, color, religion, national origin, sex, age, handicapping condition, or other legally protected classification.

Standard 1.5: Class size and program scope.
The school or college shall meet State Board for Vocational Education policies on class size and minimum offerings for program approval.

Standard 1.6: Advisory committees.
The school or college shall establish and utilize program advisory committees.

Standard 1.7: Local administration.
The school or college shall assign a person to administer vocational-technical education programs and services and the administrator shall continue to participate in professional growth experiences.

Standard 1.8: Professional staffing.
The school or college shall assure all vocational-technical education personnel hold a valid and appropriate professional certificate or credential and the staff continue to participate in professional growth experiences.

Standard 1.9: Career development.
The school or college shall provide a comprehensive career development program.

Standard 1.10: Curriculum and instruction.
The school's or college's vocational-technical education programs shall contribute to a person's academic knowledge, reasoning, problem-solving, work attitudes, general employability skills and occupationally specific skills necessary for economic independence as a productive and contributing member of society.

Standard 1.11: Supplementary services.
The school or college shall provide students of special population groups the necessary supplemental and supportive services required for successful completion of the vocational-technical education program of study.

Quality of Performance

Quality of performance is a determination of the actual performance of the students in the classroom and in the workplace. The school or college shall annually evaluate, using follow-up studies and other analysis techniques, the effectiveness of its programs based on selected student performance outcomes.

Measure 2.1: Learner outcomes.
Student progress in competency attainment of academic skills and occupational-technical skills shall be measured.
Standard 2.1.1: The 11th-grade California Test of Basic Skills (CTBS) statewide testing system scores of 12th-graders enrolled in vocational-technical education will be compared to their 8th-grade CTBS scores. The minimum standard for this measure is a gain of .1 normal curve equivalent.
Standard 2.1.2: Program completers must demonstrate attainment of the competencies/tasks identified for that program. The minimum standard for this measure is 80 percent of the program completers attaining at least 80 percent of the program competencies/tasks. The student's program may be modified through an Individual Vocational Education Plan (IVEP).

Measure 2.2: Education/employment outcomes.
Occupational and/or educational placement of occupational program completers shall be measured.
Standard 2.2.1: A secondary occupational program shall maintain at least 75 percent positive placement based on a six-month follow-up of program completers from the previous year.
Standard 2.2.2: A postsecondary occupational program shall maintain at least 75 percent positive placement based on a six-month follow-up of program completers from the previous year.
Standard 2.2.3: At least 90 percent of the total completers on the follow-up report are reported in categories other than status unknown.

Quality of Conformance

Quality of conformance is a determination of how well the school or college meets or exceeds the elements of "Quality of Design/Redesign" and "Quality of Performance."

Measure 3.1: Needs assessment.
The school or college shall conduct and utilize a needs assessment to design/redesign its vocational-technical education program and services.

Measure 3.2: Program evaluation.
The school or college shall be evaluated for the effectiveness in meeting the quality of design/redesign. This evaluation will be conducted by the State Board of Vocational Education in conjunction with the school's or college's self-evaluation, regularly scheduled evaluation by the North Central Association of Colleges and Schools, State School Improvement Process (associated with the Department of Public Instruction), or through individual supervisory evaluations.

Measure 3.3: Program improvement plan.
The school or college shall periodically review its quality of conformance and quality of performance and, if not making substantial progress in meeting these standards, shall develop a program improvement plan.

Special Populations

Standard 1.11 Supplementary Services includes: special population program, assessment of needs of each student, information to parents and students, Individual Vocational Education Plan (IVEP) services, counseling and instructional services.

Local Modifications

Local modifications must be requested in writing to the State Department.

Implementation

Guide for local schools and institutions provides an evaluation sheet for each measure that asks questions in order to evaluate the program components. Data is collected at the local level.

Coordination

There is coordination with other federal programs.

OHIO

Secondary Measures and Standards

Contact: Debbie Bingham-Catri

General

Each VEPD shall provide to students and parents, no later than the beginning of the ninth grade, information concerning

1) opportunities available in vocational education, including non-traditional careers;
2) requirements for eligibility for enrollment in such vocational education programs;
3) specific courses that are available;
4) special services that are available;
5) employment opportunities; and
6) placement.

Academic Learning and Competency Gains

Basic and Advanced Academic Skills: Students enrolled in secondary vocational education occupationally specific programs who have not successfully passed the ninth grade proficiency test prior to program enrollment will be given academic remediation necessary to successfully pass the ninth grade proficiency test, which is a basic requirement for earning a high school diploma in Ohio, upon or before program completion.

Applied Academic Skills: Students enrolled in secondary vocational education occupationally specific programs will show applied academic competency gains as evidenced by the average learning gains reported on the academic skills portion of the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

Occupational Learning and Competency Gains

Students enrolled in secondary vocational education occupationally specific programs will show occupational competency gains as evidenced by the average learning gains reported on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

Work and Family Life Learning and Competency Gains

Students enrolled in secondary Word and Family programs (including GRADS students enrolled for a minimum of 18 weeds for credit) will show competency gains as evidenced by the average learning gains reported on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

Placement

The placement status of secondary vocational education occupationally specific program completers and Occupational Word Experience (OWE) program completers will meet or exceed the following indicators of successful placement:

Primary Placement Indicators:

1) At least 60% of completers available for civilian employment are employed in occupations related to their training;
2) The employment rate of completers available for civilian employment is equal to or exceeds 84%; and
3) At least 90% of total completers are reported in categories other than status unknown.

Secondary Indicators:

4) At least 60% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program;
5) Of the students available for employment, the percentage of students employed in the military and in civilian labor force exceeds 84%; and
6) Overall, at least 85% of the total completers are employed in the civilian labor force, continuing their education or employed in the military.

Enrollment

Each VEPD must base its projections on quantifiable demographic information. If a VEPD's projections vary from the statewide enrollment goals, local variations must be explained in the VEPD strategic plan.

a. Annual statewide aggregation of local enrollments will indicate that 45% of all 11th and 12th grade were enrolled in secondary vocational education occupationally specific programs or Occupational Work Experience (OWE) programs including college preparatory students enrolled in vocational education.
b. Annual statewide aggregation of local enrollments will indicate that 75% of all 11th and 12th grade disadvantage students, which represents 22% of the 11th and 12th grade population, were enrolled in occupationally specific secondary vocational education.
c. Annual statewide aggregation of local enrollments will indicate that 50% of all 11th and 12th grade handicapped students, which represents 11% of the 11th and 12th grade population, were enrolled in occupationally specific secondary education programs or Occupational Work Experience (OWE) programs.
d. Annual statewide aggregation of local enrollments will indicate that 20% of all students in grades 9 through 12 will be served in Work and Family Life programs.
e. Annual statewide aggregation of local enrollments will indicate that 30% of the dropout prone youth who are 14 and 15 years old will be served by Occupational Work Adjustment (OWA) programs.
f. Annual statewide aggregation of local enrollments will indicate that 11,000 dropout prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Work and Family Life programs.
g. Annual statewide aggregation of local enrollments in state identified non-traditional programs will reflect non-traditional gender enrollment that is 25% or more.

Retention

A minimum of 85% of all GRADS students will graduate or return to school the following school year (dropout rate no higher than 15%).

Career Development

According to the schedule below, 75% of the Ohio students in each VEPD will articulate an occupational goal and an educational plan to achieve that goal. Each of these students must have an Individual Career Plan (ICP), first written in the 8th grade and then reviewed and updated annually through the 12th grade as evidence that the student is regularly evaluating his or her goal and plan. To confirm that a written, current ICP is being prepared, a random sample* at each grade level of these students (26 students or two percent of the student population, whichever yields a larger number of students) will be asked to articulate an occupational goal and articulate an educational plan to achieve that goal through an interview process.

- Beginning in the Spring of 1994, 75% of the 8th grade students in each VEPD.
- Beginning in the Spring of 1995, 75% of the 8th and 9th grade students in each VEPD.
- Beginning in the Spring of 1996, 75% of the 8th, 9th and 10th grade students in each VEPD.
- Beginning in the Spring of 1997, 75% of the 8th, 9th, 10th and 11th grade students in each VEPD.
- Beginning in the Spring of 1998, 75% of the 8th, 9th, 10th, 11th and 12th grade students in each VEPD.

* Random sampling procedures ensure a student sample that is representative of the percentages of race/ethnic makeup, gender, and handicapping conditions within the VEPD.

Adult Vocational Education Measures and Standards

Contact: Debbie Bingham-Catri

General

Each VEPD shall provide to students, prior to enrollment in full-time vocational education programs, information concerning

1) opportunities available in vocational education including non-traditional occupations;
2) requirements for eligibility for enrollment in such vocational education programs;
3) specific courses that are available;
4) special services that are available;
5) employment opportunities; and
6) placement.

In addition, each VEPD shall provide information concerning appropriate support services to students enrolled in adult full-time vocational education occupationally specific programs, which may include

1) financial assistance information with regard to eligibility and availability;
2) requirements for eligibility for enrollment in such vocational education programs;
3) career counseling;
4) life skill counseling;
5) labor market information;
6) placement services;
7) academic and vocational assessment using generally accepted instruments;
8) child care facilities or a list of approved child care providers available to dependents of adult vocational students; and
9) basic academic remediation services.

Academic Learning Skills

Basic Academic Skills: Students enrolled in adult full-time occupationally specific programs will achieve a minimum level of basic academic proficiency as required for a specific occupation. Students not meeting the minimum level will be assessed in order to determine their academic level and then be referred to remedial instruction such as ABE or other remedial academic classes necessary to demonstrate the required competency level.
Applied Academic Skills: Each student who completes an adult full-time occupationally specific program will demonstrate academic competency gain as evidenced by average learning gains received on the academic skills portion of the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University of an alternative standardized test.

Occupational Competency Attainment

Each student who completes an adult full-time vocational education occupationally specific program will demonstrate competency gain as evidenced by average learning gains received on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

Retention

VEPD aggregate totals will indicate at least a 65% retention rate for full-time adult vocational education occupationally specific program participants. Retention in a program occurs if a student obtains a positive outcome from the program. Positive outcomes are when a student completes a program, transfers to further education, or completes sufficient occupational competencies and obtains employment related to the occupational area of study.

Placement

The placement status of adult full-time occupationally specific vocational education program completers will meet or exceed the following indicators of successful placement:

Primary Indicators:

1) At least 80% of completers available for civilian employment are employed in occupations related to their training;
2) The employment rate of completers available for civilian employment is equal to or exceeds 85%; and
3) At least 90% of total completers are reported in categories other than status unknown.

Secondary Indicators:

4) At least 90% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program;
5) Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%; and
6) Overall, at least 90% of the total completers are employed in civilian labor force, continuing their education, or employed in the military.

Enrollment

The aggregate VEPD enrollment in adult full-time occupationally specific vocational education programs shall reflect the special populations and gender demographics of those individuals who applied for enrollment.

Other core standards and measures of performance will be developed by the Committee of Practitioners to address programs not represented in these core standards and measures of performance.

Both Secondary and Adult Education

Special Populations

Incentives in the discussions stage. Funds are targeted at special populations. Data can be disaggregated to note performance of special populations on each measure.

Local Modification

After the annual evaluation, there may be local modifications.

Implementation

Other core standards and measures of performance will be developed by the Committee of Practitioners to address programs not represented in these core standards and measures of performance. Gains are new for Ohio, but numbers for placement and retention are not new. Only phasing-in testing. Locations will know where they rank in comparison with other districts, but not public. Tests administered at the local level and then turned over to the testing center at The Ohio State University.

Evaluation is handled through the Vocational Education Planning District Comprehensive Strategic Plan process. Technical assistance is provided through VEPD Liaisons from the Department of Education.

Coordination

JTPA and JOBS presented at the Committee of Practitioners.

Postsecondary Measures and Standards

Contact: Kathy Faust (614) 466-6000

Basic Academic Skills Gains

Basic learning courses, generally referred to as developmental education courses, are defined at the postsecondary level as those courses the student must successfully complete in order to enroll in the general education or technical courses that are required as part of an associate degree. As part of the colleges' enrollment procedures, students are tested, and if found to be lacking the necessary competency in mathematics, science, or reading/communications required for a given associate degree program, are place in developmental education courses at the appropriate level. (Target Date: September 30,1992.)

Subpopulation: (Identified on the 14th day of each term.) Those students seeking a technical degree or certificate, and who are considered by the institution to require remedial studies.

Time Frame: Report after posting of Spring grades, the activity of the Fall, Winter, and Spring.

Measure 1: For the subpopulation described above, the remedial courses attempted by the subgroup during the three quarters or two terms under consideration, the percentage of the sub population successfully completing the courses.

$$\frac{\text{\# of sub population students successfully completing}}{\text{\# of sub population students enrolled}}$$

Initial Standard 1: 55% of technical degree- or certificate-seeking students who are enrolled in basic skills courses will successfully complete the courses, including multiple measures of assessments contained within that course.

Advanced Academic Learning Gains

The Commission on Institutions of Higher Education for the North Central Association of Colleges and Schools requires that general education be an essential element of all undergraduate degree programs. The general education component of associate degree programs provides opportunities for students to develop mastery in critical literacy skills (writing, speaking, reading, problem solving, analytical, and computational skills) and to acquire breadth in the basic liberal arts and sciences (humanities, fine arts, social sciences, and natural sciences) so that students can function effectively in a lifelong process of inquiry, learning, and decision making. (Target Date: September 30, 1992)

Subpopulation: (Identified on the day of each term.) Those students seeking a technical degree or certificate, and who are enrolled in the final English/communication course required for the general studies component of technical associate degree programs.

Time Frame: Report after posting of Spring grades, the activity of the Fall, Winter, and Spring.

Measure 2: For the subpopulation described above, the final English/communication course attempted by the subgroup during the three quarters or two terms under consideration, the percentage of the sub population successfully completing the courses.

$$\frac{\text{\# of sub population students successfully completing}}{\text{\# of sub population students enrolled}}$$

Initial Standard 2: 70% of technical degree or certificate students who are enrolled in the final English/communication courses will successfully complete the courses including multiple measures of assessment contained within that course.

Placement Measures

Target Date: (1992–93 for graduate follow-up.)
Time Frame: End of each academic year.
Initial Standards:

a) 75% of the sub population will be employed in a job related to their degree or certificate;
b) 90% of the sub population will be employed; and
c) 95% will be employed and/or enrolled in additional education, training, military or foreign aid services. Military/foreign aid placements to be tracked separately and a percentage will be established after a one-year baseline study is completed.

Because economic conditions vary across the state, it is more difficult for some institutions to meet statewide placement standards. Each college should be able to justify its local plan, including any anticipated significant positive or negative variance from the statewide standards.

The following measures are under consideration by the Postsecondary Perkins Advisory committee. Data will be collected by the colleges and reported to the Board of Regents.

Occupational Competency

Target Date: 1992 - 93 for baseline data.

This standard would be measured, similar to the new NCA criterion #3, based on multiple types of assessment of occupational competencies through one or more of these following:

1) Student success on license/certifying examination;
2) Student success on comprehensive examinations;
3) Completion of capstone courses;
4) Responses from employer surveys; or
5) Responses from former students/graduates.

Baseline data would be developed at each institution for at least one year, with a determination made at that time whether it is feasible to determine minimal percentages in these categories.

Special Populations

Two-year college enrollments consist of significant numbers of members of special populations, especially the academically disadvantaged, the economically disadvantaged, and the disabled. For the purpose of the Perkins standards, these students would be determined academically disadvantaged based upon the institution's basic skills assessment. The economically disadvantaged would be those who qualify for Pell or Ohio Instructional Grants. Students would be self-declared as disabled based on Section 504 of the Rehabilitation Act of 1973.

The Perkins Postsecondary Advisory Group recommends collecting data pertaining to the enrollment and graduation rates of these populations to study the percentage of graduates who are members of a special population and the percentage of student enrollees who are members of special populations. Comparison of these rates will help to understand how effective the colleges are in assisting members of special populations complete their degree programs.

Local Modifications

Because economic conditions vary across the state, it is more difficult for some institutions to meet statewide placement standards. Each college should be able to justify its local plan, including any anticipated significant positive or negative variance from the statewide standards.

Implementation

Occupational competency currently under consideration. System is focused on those students who are seeking a technical associate degree or certificate.

OKLAHOMA

One System—Secondary and Postsecondary Performance

Contact: Charles Hopkins (405) 743-5432

Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.

Measure 1: Pre-testing and post-testing

Standards:

Programs Operated by the State Board of Vocational and Technical Education

The learning and competency gains in occupational programs and for student progress in the achievement of basic and more advanced academic skills will be measured at each post-testing point in the program curriculum. Each student will demonstrate a modified percentage gain of at least 20% in FY93, 40% in FY94, and 60% in FY95 to be achieved in each year respectively over the three-year period. The following provisions will be assured:

- Adherence to standard testing conditions;
- Use of a valid testing instrument; and
- Inclusion of test items measuring basic skills applicable to the program.

1. The Committee of Practitioners established the measures and standards for learning and competency gains to be a process of using the concepts of competency-based education and to be measured at each post-testing point established by the local program instructor.

2. The Oklahoma Department of Vocational and Technical Education (ODVTE) will develop a guide for the instructor which will outline the process of developing and administering the pretests and posttests. (See Appendix W.)

3. The instructor will administer the pre-tests and post-tests over units or increments of instruction.

4. For all the ODVTE and Mid-America Vocational Curriculum Consortium curricula developed, the academic skills on the test will be coded and provided to the instructor. A guide will be provided for instances where neither ODVTE nor MAVCC curriculum is used, which will allow the local instructor to code the related academic test questions.

5. The ODVTE will develop a computer program disk which will allow instructors to place the test results into the computer and calculate the modified gain scores. The guide will also show instructors how to hand calculate modified gain scores from the test results.

6. The results of gain scores will be documented and remain at the local level for audit purposes and will be the responsibility of the local institution.

7. Aggregate program gain scores will be presented to the ODVTE in the local education agency's annual performance report.

Programs Operated by the State Board of Regents for Higher Education

Academic Skills Gain - 40% modified gain. A score increase which equated to 40% of the available gain from the pretest score to the maximum score possible.

Technical Skills Gain - a modified percentage gain of at least 20% in FY93, 40% in FY94, and 60% in FY95 to be achieved in each year respectively over the three-year period on both written and any required performance portion from the pre-test to the maximum score possible.

1. Pre-tests and post-tests using campus-adopted academic skills assessment instruments which have been approved by the Oklahoma State Regents for Higher Education as part of the institution's "Student Assessment Plan."

2. The pre-test is given to all full-time (12 credit hours or more) certificate- or degree-seeking students upon initial enrollment in a degree program. The basic skills measured are reading, writing, and mathematics. The advanced academic skills measured are problem solving, critical thinking, and interpersonal skills. Science or social studies will be measured when identified as a fundamental element of the degree program. The academic skills gain will be measured near the conclusion of the student's program of study.

3. Each institution has developed its own student assessment plan that has been approved by the State Regents. The type of assessment instruments vary between the institution; however, gains will be able to be measured. As examples of these differences between institutions, some institutions will use the College Board Placement Exams as the pretest and posttests (after 45 credits hours are accumulated) on basic specialized assessment in areas of weakness which are identified by the ACT results, and use the CAAP as an outcome assessment in the area of basic academic skills. Whatever the methodology or specific instruments utilized, institutions will be expected to demonstrate measurement of gains in basic academic skills.

4. In the area of advanced academic skills, the institutions will use existing instruments or identity/develop instruments or methods to measure student gains (entering point post-45 hours) in the areas of problem solving, critical thinking, and interpersonal skills.

5. Standards and measures are applicable only to full-time degree- or certificate-seeking students admitted to and enrolled in a technical program.

Competency Attainment

Measure 2: Occupational competency tests.

Standards:

Programs Operated by the State Board of Vocational and Technical Education and the State Board of Regents for Higher Education

The standard for performance of competency and job or work skill attainment is that 100% of vocational students who complete occupational training will be competent in at least one occupation. Competency for a specific occupation will be achieved when the student scores a minimum of 70% on the cognitive assessment and 100% on the performance assessment.*

Competency attainment and job skills attainment will be implemented over a three-year phase-in period. In the 1992-93 school year, competency tests will be required in those areas where occupational tests exist. By the end of the 1994-95 school year, competency testing will be required in all areas.

*Completion of occupational training will be determined by the instructor.

Retention in School or Completion of Secondary School or its Equivalent

Measure 3: High school diploma, certificates of completion, equivalency GED.

Standards:

Programs Operated by the State Board of Vocational and Technical Education

The standards for completion rates of secondary schools is that at least 90% of students who complete an approved vocational education program will complete secondary school or its equivalent.

The ODVTE will compile a file of all students who complete a vocational education program and match the social security numbers with the graduation file from the Oklahoma Department of Education.

This standard will be included as a measure as soon as data is available from the Oklahoma State Department of Education.

To be implemented during FY 1995.

Placement into Additional Training or Education, Military Service, or Employment

Measure 4: Student completion/follow-up reports.

Standards

Programs Operated by the State Board of Vocational and Technical Education

The standard for placement is that 90% of all known program completers will be placed in additional education, military, or employment.

Placement results will be gathered on all full-time programs by the ODVTE.

Programs Operated by the State Board of Regents for Higher Education

Based on the known status of all who have completed applied associate degree or certificate requirements at the institution within the past year, 90% will be in the military, employed, or will be continuing their education.

To be implemented during FY 1993.

Incentives or Adjustments for Special Populations/Local Modifications

(a) Designed to encourage service to targeted groups or special populations; and

Pilot gains testing data gathered in a sample of Oklahoma vocational programs has indicated that gains made by special populations are very similar to those of other students. This suggests that adjustments to the state standard for learning and competency gains may not be necessary.

However, the Carl Perkins Act clearly indicates that adjustments to state standards should be made for targeted groups or special populations where appropriate. The Act also specifically allows for "local modifications" of state standards for reasonable cause based on local student demographics.

Therefore, it is suggested that some schools can make a good case for modification of the state standard of learning gains, due to the nature or size of their special populations. In such case, a school may modify, with the approval of the ODVTE, the state standard to reflect realistic performance for its special populations students.

A local modification may be made only for sound reason. Schools that wish to modify the state standard must clearly specify what modification they propose, as well as the justification for the modification.

Adjustments will be made for students with disabilities on an individual basis, as identified by the IEP team according to student needs as addressed on the IEP. Each student who has completed occupational training will be tested under testing conditions appropriate to their special needs, which could include giving the test orally, the use of large print, or other appropriate testing conditions.

The Practitioners Committee, after review of the standards and measures, determined that incentives were not needed for the standards and measures to be achieved.

Coordination

In developing the measures and standards included in this system, the JTPA and JOBS performance standards were reviewed with the Committee of Practitioners. There were several common elements that were identified but lacked specificity to the detail required in the standards and measures developed by the ODVTE. Placement was an area common to all the legislative requirements. The standard presented in the standards and measures exceeds the requirements established by both JTPA and JOBS. Therefore, the Committee of Practitioners recommended that all the standards and measures were compatible and were not conflicting.

OREGON

Secondary Measures and Standards

Contact: Greg Harpole (503) 378-3590

Access Achievement

Measure 1: Secondary Professional Technical Education Entrance Rate

Standard 1.1: ____ percent of all students enrolled in secondary schools (Certificate of Initial Mastery and Certificate of Advanced Mastery programs) are enrolled in at least one credit of approved professional technical education courses.

Standard 1.2: The percent of special population students enrolling in approved professional technical education courses is equal to the percent of special population students in the high school population.

Measure 2: Grades 11-12 Professional Technical Education Entrance Rate

Standard 2.1: ____ percent of all students enrolled in grades 11-12 (Certificate of Advanced Mastery programs) are enrolled in at least three credits of approved professional technical education courses.

Measure 3: Satisfactory Progress Rate

Standard 3.1: ____ percent of students in approved professional technical education courses are making satisfactory progress.

Standard 3.2: The percent of special population students making satisfactory progress will be equal to the percent of other professional technical program students making satisfactory progress.

Measure 4: Program Completion Rate

Standard 4.1: ____ percent of professional technical education students will complete their program area.

Standard 4.2: The percent of special population professional technical education students who complete their program area will be equal to the percent of other professional technical education students who complete their program area.

Work Force and Further Education

Measure 5: Entered Work Force/Further Education

Standard 5.1: ____ percent of program area completers are employed in civilian or military occupations or are pursuing further education or training.

Standard 5.2: The percent of special population professional technical education program area completers employed in civilian or military occupations or pursuing further education or training is equal to the percent of other professional technical education program area completers.

Measure 6: Employment Retention Rate

Standard 6.1: ____ percent of the employed program area completers will be employed by the same employer(s) during the year after leaving secondary professional technical education.

Standard 6.2: The percent of special population professional technical education program completers demonstrating satisfactory employment retention is equal to the percent of other professional technical education program completers demonstrating satisfactory employment retention in their professional technical program area.

Measure 7: Satisfactory Progress in Employment Rate

Standard 7.1: ____ percent of employed program area completers were employed within three months of leaving secondary professional technical education; *and/or* ____ percent of employed program area completers will make satisfactory progress in their employment as demonstrated through salary/wage increases.

Standard 7.2: The percent of special population professional technical education program completers demonstrating satisfactory progress in employment is equal to the percent of other professional technical education program completers demonstrating satisfactory progress in their professional technical program area.

Measure 8: Adequate Progress in Further Education

Standard 8.1: ____ percent of professional technical education program area completers who pursued training or education have made satisfactory progress in their further education.

Standard 8.2: The percent of special population professional technical education program completers making satisfactory progress in further education or training is equal to the percent of other professional technical education program area completers.

Special Populations

The system includes an access measure for special populations as well as a standard for each measure for special population success on the measure.

Implementation

Professional Technical Education Programs were asked to fill out a form to identify program areas and the level of projected measure attainment.

Coordination

Coordinating with House Bill 3565 efforts are being made to reform schools with the goal to produce the best educated citizens in the nation by the year 2000 and a work force equal to any in the world by the year 2010 (includes the Certificate of Mastery). Extensive efforts in the area of collaboration/coordination are going on in Oregon to get HB 3565, which includes accountability, off the ground.

Postsecondary Measures and Standards

Contact: Greg Harpole (503) 378-3590

Access/Achievement

Measure 1: Professional Technical Access Rate

Standard 1. The percent of special population students enrolling in state-approved professional technical education programs is equal to the percent of special population students in the community college population.

Measure 2: Satisfactory Progress Rate

Standard 2.1: ____percent of professional technical students in state-approved professional technical education courses are making satisfactory progress.

Standard 2.2: The percent of special population students making satisfactory progress will be equal to the percent of other professional technical education program students.

Measure 3: Program Completion Rate

Standard 3.1: ____percent of professional technical education students will be program completers.

Standard 3.2: The percent of special population professional technical education students who complete their program will be equal to the percent of other professional technical education students who complete their program area.

Work Force and Further Education

Measure 4: Entered Work Force

Standard 4.1: ____ percent of program completes are employed in civilian or military occupations.

Standard 4.2: The percent of special population professional technical education program completers employed in civilian or military occupations is equal to the percent of other professional technical education program completers.

Measure 5: Entered/Further Related Education Rate

Standard 5.1: ___ percent of program completers are pursuing further education or training in fields related to their professional technical preparation.

Standard 5.2: The percent of special population professional technical education program completers continuing their education/training in fields related to their preparation is equal to the percent of other professional technical education program completers continuing their education/training in fields related to their professional technical preparation.

Special Populations

The system includes an access measure for special populations as well as a standard for each measure for special population success on the measure.

Implementation

Professional Technical Education Programs were asked to fill out a form to identify program areas and the level of projected measure attainment.

Coordination

Coordinating with House Bill 3565 efforts are being made to reform schools with the goal to produce the best educated citizens in the nation by the year 2000 and a work force equal to any in the world by the year 2010 (includes the Certificate of Mastery). Extensive efforts in the area of collaboration/coordination are going on in Oregon to get HB 3565, which includes accountability, off the ground.

PENNSYLVANIA

Secondary Measures and Standards

Contact: Stephen Franchak/Jim Bishop (717) 787-5530

Learning and Competency Gains

Measure 1: Basic Academic Skills

Secondary vocational student learning and competency gains, including progress in the achievement of basic academic skills, will be measured by the reading and math tests from the Pennsylvania System of School Assessment (PSSA).

Standard 1: The test score mean of 11th-grade vocational-technical students will be compared with the test score mean of all 11th-grade students. The test score mean of 12th-grade vocational-technical students will be at or above the test score mean of all 11th-grade students. No standard will be set for 1992-1993. If the vocational-technical score mean is below the state man, the standard will be an improvement in the vocational mean score. The specific level of improvement will be determined when baseline data are established.

Procedures/Administration: Beginning March 1993, reading and math tests from the Pennsylvania System of School Assessment System (PSSA) will be administered to all 11th-grade students and 12th-grade vocational-technical students in one-third of the school districts and one-third of the comprehensive AVTSs. Scores of the 11th-grade vocational students will be compared with those of the 12th-grade vocational students to determine competency gains. Other PSSA assessment tests that may be developed will be considered for future adoption.

Reporting: Test scores will be summarized for all students and made available by the following: program (Classification of Instructional Programs) codes, building, school district, Comprehensive AVTSs, part-time AVTS, and special populations. Mean scores will be presented using standard scores rather than raw scores.

Measure 2: Advanced Academic Skills

Secondary vocational student learning and competency gains, including progress in the achievement of more advanced academic skills, will be measured by the number of advanced academic courses completed in math, science, and communications, including applied academics.

Standard 2: Thirty-five percent (tentative) of all vocational completers will complete six or more semesters of advanced academic courses; then an increase of at least two percentage points in the percent of students completing six or more semesters of advanced academic courses in the previous year will be considered as having met the standard.

Procedures/Administration: Courses completed will be obtained annually from each school with secondary-level students. The Bureau of Information Systems, Division of Data Services, will be responsible for the data collection as a part of their annual data collection efforts.

Reporting: Courses completed will be summarized for all vocational-technical completers and made available by program CIP code, building, school district, comprehensive AVTS, part-time AVTS, and special populations. The advanced academic courses are those that are more challenging and rigorous for the vocational-technical student than the general math science, business English and math courses, etc. Advanced academic courses would include the following: (1) Algebra I & II, Geometry, Trigonometry, Pre-Calculus, Calculus, Applied Mathematics (CORD) II; (2) Biology I, Advanced Biology, Physics, Chemistry I, Advanced Chemistry, Principles of Technology (CORD, AIT) II, Applied Biology/Chemistry (CORD); and (3) College Prep English.

Other course titles may be substituted that are equivalent in content to the above listed courses.

Occupational Competency Gains

The March 1992 Chapter 5 & 6 Regulations of the State Board of Education require that vocational-technical education programs include content based on occupational analysis, clearly stated performance objectives deemed critical to successful employment, and assessment of student competencies based upon performance standards. Consequently, the following measure will be used to measure occupational competency gains.

Measure 3: Completion

The 12th-grade students' occupational competency gains will be measured by comparing the number of completers to the number of students who began the vocational program. Program completers will be those students who complete all requirements of the instructional program and who receive a diploma.

Standard 3: A satisfactory standard of performance will be a program completion rate of 70 (tentative) percent. If a completion rate of less than 70 percent is evidenced, then an increase of at least two percentage points in the completion rate of the previous year will be considered as having met the standard.

Procedures/Administration: Consortia/LEA will record the following information for an individual student enrolled at the end of the drop/add period for each site and CIP code: (1) student name/ID, (2) special needs category, (3) moved out of attendance area, (4) transferred out of program, and (5) completed program. (See Appendix B for proposed secondary completion report.)

Reporting: For each program consortia/LEAs will report annually the total completion rate and the completer rate for each special population category (handicapped/disabled, educationally and economically disadvantaged, limited English proficiency, and non-traditional).

Placement

Measure 4: Placement Rate

Secondary programs will be measured by comparing the total number of completers to the number of completers (1) employed, (2) pursuing additional education or training, or (3) entering the military. Program completers will be those students who complete all requirements of the instructional program and receive a diploma.

Standard 4: A satisfactory standard of performance for individual programs will be a placement rate of 90 percent of secondary vocational education completers. If a placement rate of less than 90 percent is evidenced, then an increase of at least five percentage points in the placement rate or the previous year will be considered as having met the standard.

Procedures/Administration: The PDE annually surveys high schools, area vocational-technical schools, and the intermediate units for names, social security numbers, and addresses of program completers. One year after completion, the PDE mails a survey to each completer, followed by two additional mailings to those who fail to respond.

Reporting: Student follow-up information includes the following: (1) education status; (2) employment status: employed full time, military service, unemployed looking for work, or unemployed not looking for work; (3) job title and/or military duties; (4) employment/military duty: directly or closely related, remotely or not related; (5) hourly salary; and (6) hours worked per week.

Postsecondary Measures and Standards

Contact: Stephen Franchak/Jim Bishop (717) 787-5530

Learning and Competency Gains

Postsecondary Only

Measure 1: Basic and Advanced Academic Skills Proficiency: Occupational student grade-point average (GPA) in academic courses.

Standard 1: Seventy (tentative) percent of occupational students achieve at least a GPA of 2.0 in academic courses. If less than 70 percent of the occupational students achieve a GPA of at least 2.0, then an increase of at least two percentage points in the percent of occupational students achieving a GPA of at least 2.0 in academic courses in the previous year will be considered as having met the standard.

Procedures and Administration: Postsecondary institutions will record the following information for an individual student data system for site and Classification of Instructional Program (CIP) code: (1) student name/ID; (2) length of program (credits); (3) total students who initially matriculated; (4) students no longer matriculated in program; (5) credits earned toward formal award by students still in program — (a) 0-30, (b) 31-60, (c) 61 or more; (6) received

formal award in program; and (7) GPA — (a) academic courses, (b) occupational courses, (c) academic & occupational combined.

Reporting: GPA in academic courses will be summarized annually for a cohort of occupational students and made available by program — Classification of Instructional Programs (CIP) codes and special populations.

Occupational Competency Gains

Postsecondary and Adult

Measure 2: Occupational Competency Grade-Point Average: Occupational student grade-point average (GPA) in occupational courses.

Standard 2: Seventy percent of students achieve at least a 2.5 GPA in occupational courses. If less than 70 percent of occupational students achieve a GPA of at least 2.5, then an increase of at least two percentage points in the percent of occupational students achieving a GPA of at least 2.5 in occupational courses in the previous year will be considered as having met the standard.

Procedures/Administration: Postsecondary and adult institutions will record the following information for an individual student data system for each site and CIP code: (1) student name/ID; (2) length of program (credits); (3) total students who initially matriculated; (4) students no longer matriculated in program; (5) credits earned toward formal award by students still in program — (a) 0-30, (b) 31-60, (c) 61 or more; (6) received formal award in program; and (7) GPA — (a) academic courses, (b) occupational courses, (c) academic & occupational combined.

Reporting: GPAs in occupational courses will be summarized annually for all occupational students and made available by program — Classification of Instructional Programs (CIP) codes and special populations.

Completion

Measure 3: Program Completion Rate: Postsecondary and adult program performance will be measured by comparing the number of completers to the number of first-time, full-time students who enrolled in an occupationally specific program. Program completers are defined as those students who complete all program requirements and receive a certificate, degree, or other formal award.

Standard 3: A satisfactory standard of performance for individual programs will be a program completion rate of not more than 8 percent below the aggregate educational institution completer rate.

Procedures/Administration: Postsecondary and adult institutions will record the following information for first-time, full-time and part-time students for each site and CIP code: (1) student name/ID; (2) length of program (credits); (3) total students who initially matriculated; (4) students no longer matriculated in program; (5) credits earned toward formal award by students still in program — (a) 0-30, (b) 31-60, (c) 61 or more; (6) received formal award in program; and (7) GPA — (a) academic courses, (b) occupational courses, (c) academic & occupational combined.

Reporting: Each program's postsecondary and adult institutions will report annually the total completion rate and completion rate for each special population category (handicapped/disabled, educationally and economically disadvantaged, limited English proficiency, non-traditional, and students in correctional institutions). For the purposes of this report, "non-traditional" occupational students are those who enter occupational programs where 75.1 percent of the statewide enrollment is not of their gender.

Placement

Measure 4: Program Completer Placement Rate: Postsecondary and adult program performance will be measured by comparing the total number of completers to the number of completers (1) employed in field of training, or related field; (2) pursuing additional education or training; or (3) entering the military in training-related field. Program completers will be those students who completed all requirements of the instructional program and received a certificate, degree, or other formal award.

Standard 4: A satisfactory standard of performance for individual programs will be a placement rate of 80 (tentative) percent. If a placement rate of less than 80 percent is evidenced, then an increase of at least five percentage points in the placement rate of the previous year will be considered as having met the standard.

Procedures/Administration: Currently, the PDE is not collecting postsecondary institutional student follow-up data on occupational student program completers. The PDE, however, will annually survey postsecondary and adult institutions beginning May 1993 for names, social security numbers, and addresses of program completers. One year after completion, the PDE will mail the student follow-up form to each completer, followed by two additional mailings to those who fail to respond.

Reporting: Proposed follow-up information includes: (1) education status; (2) employment status: employed, in full-time military service, unemployed looking for work, unemployed not looking for work; (3) job title and/or military duties; (4) employment/military duty: directly or closely related, remotely or not related; (5) hourly salary; and (6) hours worked per week.

For Both Secondary and Postsecondary

Special Populations

All secondary, postsecondary, and adult programs can use programmatic adjustments to better meet the needs of special populations. Key adjustments are modifications to classrooms, laboratories and equipment, extra time to complete tasks, smaller classes, and supplementary services. The PDE's Bureau of Vocational-Technical Education will use the results of the Office of Civil Rights and will review them to determine the level of access to secondary and postsecondary vocational-technical education.

Each measure and standard will disaggregate the performance of special populations.

Local Modification

Process to be developed.

Implementation

An excellent Guide has been developed called *Managing Local Plans* for local use. Not only does it do a thorough job of explaining the "why" of accountability, but also it focuses on the importance of paying attention to special populations.

Coordination

Procedures for Using Existing Resources and Methods Developed in Other Programs Receiving Federal Assistance:

The State Plan for Vocational and Applied Technology Education (1991-1994) and the PDE Education Plan 1991-1992 and 1992-1993 are designed to promote cooperation and collaboration with federal, state, and local funds. The following are specific procedures:

JTPA: Fifty-five percent of the JTPA funds go directly to the SDA. The SDAs are encouraged to contract with the area vocational-technical schools and community colleges for training. Local Perkins plans are required to receive input from the SDA. The State Job Training Coordinating Council received the Perkins Plan and promoted cooperation and collaboration in meeting the training needs of the Pennsylvania work force.

Youth Apprenticeship: The PDE and the Department of Labor and Industry and Commerce are cooperatively developing a Youth Apprenticeship under a U.S. Department of Labor grant.

Future Farmers of America: Federal funds administered through the Department of Agriculture are used to interact with FFA programs in secondary and postsecondary education.

Special Populations: Secondary, postsecondary, and adult vocational-technical programs collaborate and cooperate with federally supported dropout prevention, Chapter 1 and 2, Teen Parent, Early Intervention Youth Development Center, and Handicapped Health programs.

U.S. Army: Ten area vocational-technical schools and six community colleges are providing pilot testing sites for the U.S. Army training staff.

Adult Basic Education: Federally supported ABE programs are located in about one-third of the area vocational-technical schools. Adult students received training in basic skills that are related to career training.

RHODE ISLAND

Secondary Measures and Standards

Contact: John Keough (401) 277-2691

Participation

Measure 1: General: Students and parents, no later than the beginning of the grade prior to the earliest grade of admission (or age appropriate student), shall be provided information in the predominant languages of the student population concerning:

a. Opportunities available in career and technical education, including non-traditional careers;
b. Requirements for eligibility for placement in such career and technical programs;
c. Specific courses, both academic and vocational, that are available;
d. Exploratory programs that are available prior to placement;
e. Opportunities for assessment in order to determine aptitudes and interests;
f. Specific application procedures; and
g. Career opportunities following graduation.

Standard 1: 100% of students and parents received information that is effective in order for them to make informed choices. (Standard instrument needs to be developed.)

Measure 2: Attendance: Overall Average Daily Attendance for the area center will be higher than the average of the previous three years at the area center. Individual students who enroll in vocational programs will also demonstrate a noticeable improvement in their attendance as compared to previous years including the years at the sending district prior to their enrollment in the vocational center. Yearly progress measured by incremental growth by an area center will be reported.

Standard 2: Average Daily Attendance (ADA) will be 95%. (percentage reflects a higher rate than the state average.)

Measure 3: Occupational Program Completion*: Students who enroll in secondary career and technical centers shall complete their programs by demonstrating successful attainment of competence in their career and technical program (e.g. carpentry, auto mechanics, etc.) through criterion-referenced competency examinations. Successful attainment of competence is determined by established essential competencies which have been identified by representatives of business and industry of a specific occupation.

Standard 3: Completion rate of 80%.

* Completion Rate = (Seniors Completing Career and Technical Programs) divided by (Students entering career and technical programs plus transfers into area centers Minus transfers out of vocational programs into comprehensive high schools.)

Measure 4: Retention in Career and Technical Centers**: Students who enroll at area career and technical centers shall remain enrolled in school at a rate higher than the average of the region served by the center. Yearly progress measured by incremental growth by an area center will be reported.

Standard 4: Retention rate for the area center greater than the average of the previous three years.

* Retention Rate = Total Enrollment (as of October 1) divided by:
Entering grade enrollment plus
Entering grade enrollment t-1 plus
Entering grade enrollment t-2 plus
Entering grade enrollment t-3 plus
Transfers in Minus Transfers out.

Measure 5: Accessibility and Demographic Information on Targeted Populations: Demographic data shall be provided which demonstrates that the enrollment in its programs is minimally equivalent to the percentage of the region for the following targeted populations:

a. Economically disadvantaged
b. Academically disadvantaged
c. Disabled
d. Limited English proficient
e. Minority population (black, Asian, native American, Hispanic, etc.)
f. Students of either sex enrolled in non-traditional programs.

Area career and technical centers shall provide data which reflects accessibility and enrollment of students of both sexes into all vocational-technical programs, including those programs that are considered "non-traditional" (programs that have enrolled less than 25% of one sex.)

Standard 5: The area center's enrollment by program shall demonstrate at least a 25% enrollment of the nontraditional sex by 1993, and overall enrollment data will reflect, at the very least, representative enrollment of all the targeted populations of the region.

Achievement

Measure 6: Occupational Competency: Students who successfully complete an occupationally specific program in one of the state's regional career and technical centers shall demonstrate occupational competency according to the following:

Standard 6.1: Will score at the accepted standards of minimum competencies established by state-wide craft committees for 12th graders on state approved criterion-referenced competency examinations in their occupational area; or 50th percentile on a norm-referenced standardized competency examination (written or practical). (One statewide assessment instrument that is a state developed competency-based examination).

Standard 6.2: Students with disabilities will achieve objectives according to their Individual Education Plans (IEP).

Measure 7: Academic Learning Gains: Students enrolled in career and technical centers will demonstrate competency in basic academic skills through the use of the following:

Standard 7.1: Statewide averages in the basic skills (reading, mathematics, and language arts), as a minimum for all students. Yearly progress for each area center measured in incremental growth will be reported. Any students who fall below the 39th percentile will receive supplemental instruction, and any LEP student who falls below the 36th percentile will receive appropriate supplemental instruction as well as ESL instruction.

a. Achievement testing in grades 8, 10, and 12 utilizing the MAT (Metropolitan Achievement Test).
b. In addition to the required MAT testing conducted statewide, one or more of the following measures may be used:
   - GED criteria for high school equivalency certificate.
   - Specialized assessment for students with limited English proficiency.
c. Students with disabilities will meet the objectives of their Individual Education Plan (IEP).
d. Students enrolled in career and technical centers will demonstrate higher order thinking skills through the use of the Metropolitan Achievement Test (MAT).

Standard 7.2: 50 percentile in higher order thinking skills (reading comprehension and problem solving on MAT examination).

In addition to achievement testing, problem solving and analytical skills may be demonstrated through:

- Projects completed which involve interdisciplinary collaboration (teachers criteria) — portfolio assessment.
- Positive employer feedback with regard to employability and socialization skills (employer criteria).
- Documented career planning which demonstrates an individual's knowledge of all aspects of the industry/business he or she wishes to enter (counselor's criteria).
- Students who successfully complete tech prep and 2+2 courses (number of students who complete course).
- Students who successfully complete advanced mathematics or science course (number of students who complete course).

Measure 8: High School Graduation** : Students who successfully complete their vocational-technical programs in area centers shall successfully complete their high school education at a rate higher than the state average, and in the specific regions higher than the average of the region served by the center. Yearly progress measured by incremental growth by an area center will be reported.

Standard 8: Graduation rate of 95%.

* Graduation Rate = (Graduating High School Seniors) divided by (Number of students entering 9th (or 10th) grade plus transfers into graduating class minus transfers out of graduating class).

Measure 9. Educationally and Occupationally Appropriate Placement: Students who successfully complete an occupational specific program in one of the state's regional career and technical centers shall meet the following indicators of successful placement utilizing exit data, six month follow-up, and long-range follow-up.

Standard 9:

a. At least 60% of completers available for civilian employment are employed in occupations related to their career and technical training.
b. Of the students available for employment, the overall placement of completers in employment of any kind is 85%.
c. Of the students enrolled in higher education, at least 605 of the completers are enrolled in an education program related to their occupational training at the secondary level.
d. Overall, at least 85% of the completers of career and technical programs are employed in the civilian labor force, are continuing their education, are registered in business/industry apprenticeships, or have entered military service following the successful completion of their career and technical program and have graduated from high school.
e. Completers of career and technical programs will be placed in entry-level positions of employment upon graduation from high school and/or upon completion of the specific program. Placement into entry level positions will be made within 6 months of graduation/completion.
f. All completers of vocational-technical programs will earn a salary or an hourly wage rate higher than the established poverty level for a single person as established by the current hourly/weekly wage reported by the Department of Labor.

Customer Outcomes

Measure 10: Student Satisfaction: Data that demonstrates completers' satisfaction with the instructional programs offered at the center shall be assessed.
Standard 10: Completers' response 80% positive on standard instrument.

Measure 11: Employer Satisfaction: Completers of career and technical programs will receive satisfactory evaluations from employers with respect to: technical training and related academic skills; identification and use of resources; interpersonal skills; acquisition and application of information; understanding of systems.; responsibility; self-esteem; reliability-self management; sociability; integrity/honesty; potential for growth in the firm.
Standard 11: Employers' response 80% positive on standard instrument.

Rhode Island Adult Vocational-Technical Education Measures and Standards

Contact: John Keough (401) 277-2691

Participation

Measure 1: General: Each Regional Planning District that offers a Vocational Training Program for Adults (VTA) in area centers shall determine through a marketing analysis process whether they have provided opportunities for students to acquire the complete knowledge of educational programs that are available prior to their enrollment concerning:

a. Opportunities available in vocational technical education including nontraditional occupations;
b. Requirements for eligibility for enrollment in such vocational programs;
c. Specific courses that are available;
d. Opportunities for employment; and
e. Placement.

Standard 1.1: 100% of registrants receive information. In addition, each Regional Planing District shall provide information concerning appropriate support services to students enrolled in VTA programs which may include:

- Career counseling;
- Life skills counseling;
- Labor market information;
- Academic and vocational assessment;
- Basic academic remediation services; and
- JTPA program opportunities.

Standard 1.2: 100% of students receive information.

Measure 2: Attendance: Each Regional Planning District that offers an adult vocational training program in an area center shall provide data in its yearly evaluation that demonstrates a high rate of attendance for the duration of the program(s).
Standard 2: Attendance rate of 95%.

Measure 3: Occupational Program Completion: Students who enroll in vocational training programs for adults shall successfully complete their programs after having attended a one week assessment period for a 15 week program.
Standard 3: Completion rate of 80%.

Measure 4: Retention in Career-Technical Program: Retention in program occurs if a student obtains a positive outcome from the program. Positive outcomes are when a student:

- Completes a program,
- Transfers to further education, or
- Masters sufficient occupational competencies and obtains employment related to the occupational area of student.

Measure 5: Accessibility and Demographic Information on Targeted Populations: The aggregate vocational-technical adult enrollment in an area center shall minimally reflect the percentages of the region for the following targeted populations:

- Economically disadvantaged;
- Adults with disabilities;
- Limited English proficient;
- Minority populations; and
- Students of either sex enrolled in non-traditional programs.

Standard 5.1: Percentages of targeted populations reflect community served.
Adult vocational-technical programs shall provide data that reflects gender demographics of those individuals who applied for enrollment.
Standard 5.2: The vocational-technical adult program shall demonstrate an increased number of non-traditional students compared to the previous year, and enrollment data will reflect representative enrollment of the targeted populations of the region.

Achievement

Measure 6: Occupational Competency: Students who successfully complete an adult vocational education program shall demonstrate occupational competency according to one of the following:
Standard 6.1: Will score 50th percentile on a norm-referenced standardized competency examination (written or practical);
Standard 6.2: Will show competency gains as evidenced by the average learning gains reported on criterion-referenced competency examination; or
Standard 6.3: Adult students with disabilities will achieve objectives established according to their own Individual Education Plans (IEP).
In addition to the required measures and standards, students may also demonstrate competency according to the following:

- "Certificate of Initial Mastery" from an established trade or professional organization (including licensure);
- Favorable evaluations from employers; and/or
- Advanced standing at an institution of higher education in articulated vocational-technical programs leading to associate's or bachelor's degree.

Measure 7: Academic Learning Gains: Basic Academic Skills — Students enrolled in adult vocational-technical programs will achieve a minimum level of basic academic proficiency as required for a specific occupation.
Standard 7: Minimum levels of proficiency established by employers in the specific occupational areas with respect to:

- Reading, writing, computational skills; and
- Creative thinking, decision making and problem solving.

Measure 8: Placement: The placement status of adult vocational-education completers will meet the following indicators of successful placement:
Standard 8.1: At least 60% of completers available for civilian employment are employed in occupations related to their training.
Standard 8.2: The employment rate of completers available for civilian employment is equal to or exceeds 85%.
Standard 8.3: At least 90% of total completers are reported in categories other than status unknown.
Standard 8.4: At least 60% of completers who are continuing their education are employed in related civilian occupations or are enrolled in a related education program.
Standard 8.5: Standard 8.1: Overall at least 75 of the total completers are employed in the civilian labor force, continuing their education or employed in the military.

Measure 9: Time to Employment: Completers of adult vocational-technical programs will be placed in entry-level (or advanced) positions of employment upon completion of the program.
Standard 9: Placement into entry-level (or advanced) positions within three months of completion and/or average placement time for the unemployed in the region.

Measure 10: Earnings: Completers of adult vocational-technical programs will earn a salary or an hourly wage rate higher than the established poverty level for a single person.
Standard 10: The current hourly/weekly wage as established by the Department of Labor.

Customer Outcomes

Measure 11: Student Satisfaction: The Regional Planning District for each center providing adult vocational-technical programs shall provide data through a survey that assesses completer's satisfaction with the program.
Standard 11: Completers' response 80% positive.

Measure 12: Employer Satisfaction: Completers of adult vocational-technical programs will receive satisfactory evaluations from employers with respect to:
a. Technical training and related basic academic skills.
b. Identification and use of resources.
c. Interpersonal skills.
d. Work attitudes/work ethics.
e. Reliability/self-management.
Standard 12: Employer response 80% positive.

Both Secondary and Adult Vocational-Technical Education

Special Populations

Enrollment data required and a nontraditional standard included in the system. Rhode Island can disaggregate the performance of special populations for each measure and standard.

Local Modifications

States can go beyond what is expected under the performance measures and standards, but this system is a minimum requirement with no local modifications.

Implementation

There is a software package for all programs to use. A consultant is helping the locals collect and analyze the performance data. Orientation sessions were conducted on measures and standards. On March 2 & 3 a training session will be held on the software. There is only one postsecondary institution that is developing their own measures and standards. Those are currently unavailable.

Coordination

JTPA representative was on the Committee of Practitioners.

SOUTH CAROLINA

Secondary Measures and Standards

Contact: Julie Anderson (803) 253-4029

Standard 1 (Occupational): All local educational agencies will assess student progress and competency attainment in all occupational programs of study offered by that agency. The assessment(s) will be designed to show gains in occupational competencies and will be applied consistently over time.

Measures: Each LEA has flexibility in choosing which measures to use to meet this standard. LEAs may choose one or a combination of the following:

- Traditional Assessments (pre-tests/post-tests, classroom grades, SC Occupational Competency Tests)
- Performance Assessments (observations, product analyses, etc.)
- Other methods as deemed appropriate

Method for Monitoring and Measuring Progress: In the Local Plan for Occupational Education Annual Update, LEAs will be asked to identify their local standard(s). On the Local Occupational Education Progress Report, LEAs will be asked to provide information on whether they have met their standard(s), or whether they have made substantial progress (as they define it) in meeting their local standards, whether a local program improvement plan was developed. During the Occupational Education Program Evaluation process, LEAs will be asked to provide a copy of a written plan that outlines the procedures for carrying out the measurement of this standard as well as copies of any program improvement plans that were developed.

Standard 2 (Academic): All local educational agencies will demonstrate a gain in the scaled scores of occupational completers from grade 9 to grade 11 on the "3R's Battery" of the Stanford-8.

Measures: The percent gain in scaled scores for the "3R's Battery" on the Stanford-8 from grade 9 to grade 11 for occupational completers.

Method for Monitoring and Measuring Progress: The State Department of Education will prepare a report each year showing the academic gain from grades 9 to 11 on the Stanford-8 '3R's Battery" for their occupational completers. This report will be distributed to local educational agencies for information and planning purposes.

In the *Local Plan for Occupational Education Annual Update,* LEAs will be asked to identify their academic standard. On the *Local Occupational Education Progress Report,* LEAs will be asked to provide information on whether they have met their standard, or whether they have made substantial progress (as they define it) in meeting their local standard, whether a local program improvement plan was developed. During the Occupational Education Program Evaluation process, LEAs will be asked to provide a copy of a written plan that outlines the procedures for carrying out the measurement of this standard as well as copies of any program improvement plans that were developed.

Standard 3: All local educational agencies will assess the number and/or percent of 12th-grade occupational completers who obtain a high school diploma or certificate.

Measures: The number and/or percentage of occupational completers graduating from high school each year or receiving a certificate will be obtained by each LEA and compared to the previous year's graduation/certification rate in order to determine whether or not the expected gain was reached.

Method for Monitoring and Measuring Progress: In the *Local Plan for Occupational Education Annual Update,* LEAs will be asked to identify their local standard. On the *Local Occupational Education Progress Report,* LEAs will be asked to provide information on whether they have met their standard, whether they have made substantial progress (as they define it) in meeting their local standard, or whether a local program improvement plan was developed. During the Occupational Education Program Evaluation process, LEAs will be asked to provide a copy of a written plan that outlines the procedures for carrying out the measurement of this standard as well as copies of any program improvement plans that were developed.

Standard 4: All local educational agencies will place at least 50 percent of completers of occupational education programs, other than agricultural education completers, during the prior three years (three-year average) in an area related to their occupational education program of studies.

Measures: The percentage of completers available for placement, other than agriculture education completers, placed during the prior three years (three-year average) in an area related to their occupational education program of studies.

Method for Monitoring and Measuring Progress: Ten months following completion, LEAs must report the status of occupational completers on the *Annual Placement Follow-Up Report.* A summary report of this data for the prior three years (three-year average) is provided to LEAs for information and planning purposes. In the *Local Plan for Occupational Education Annual Update,* LEAs will be asked to identify any modifications to the state standard for placement rates higher than 50 percent and the rational for making such modifications. On the *Local Occupational Education Progress Report,* if modification for raising the standard was requested, LEAs will be required to determine whether progress was made in meeting that higher standard or whether in fact the standard was met. If neither the standard nor the requirement for substantial progress was met, the LEA will be required to indicate whether a program improvement plan was developed. During the Occupational Education Program Evaluation process, the validity of placement follow-up data reported by LEAs is monitored through a sample survey of employers. In addition, LEAs must show maintenance of follow-up records for five years. If a local plan for improvement was indicated on the *Local Occupational Education Progress Report,* LEAs must provide a copy.

Incentives and Adjustments for Special Populations

Implementation of Requirement: All LEAs have flexibility in choosing which incentives/adjustments are appropriate for their specific situations. LEAs may choose one of the following:

- Providing in-service training for teachers of special population students to provide them with information relative to prerequisites for courses of occupational education.
- Providing in-service training for teachers of occupation education courses to enable them to gain an understanding of how to teach special population students.
- Scheduling adequate coordination time for teachers of occupational education, teachers of students with disabilities, and academic teachers who teach students with disabilities to meet on a periodic basis to plan the progress of the students with disabilities.
- Making necessary adjustments to the occupational education curriculum to enable the special population students to succeed (e.g., modified or specially designed instruction for students with disabilities).
- Incorporating a consulting teacher model with the teacher of students with disabilities serving as the consulting teacher to occupational teachers.
- Developing a preoccupational/exploratory course at a presecondary level (where one does not currently exist) to enable all special population students to receive hands-on experiences in a variety of occupation course offerings.
- Arranging for non-traditional role models, both male and female, to provide job-shadowing experiences and opportunities, to speak at career fairs or classrooms, or to be mentors.
- Providing additional resource personnel and materials.
- Providing child-care services for economically disadvantaged students.
- Providing equipment modification as needed.
- Providing additional instructional aids/devices as needed.
- Providing special counseling services, such as counseling to facilitate transition from school to post-school employment and opportunities.
- Subsidizing lab fees for economically disadvantaged students.
- Providing information, no later than the beginning of the 9th-grade year to special populations and their parents concerning opportunities available in occupational education, eligibility requirements for enrollment, specific courses/programs available, employment opportunities, placement rates, and special services such as guidance and counseling.
- Using uniquely developed incentives or methods of adjustments that are locally appropriate.

Method for Monitoring Compliance: Each local educational agency will identify (checklist) the incentives/adjustments that are being implemented to encourage service to targeted groups or special populations in the annual *Local Occupational Education Progress Report.* In addition, compliance with this requirement will be monitored though the local Occupational Education Program Evaluation process (20 percent of local educational agencies participate each year) by producing a narrative describing incentives/adjustments used and how this has affected service to the special populations.

Coordination

Implementation of Requirements: The State Department of Education will coordinate and collaborate with representatives of the South Carolina Department of Social Services (DSS) and South Carolina Employment Security Commission - JTPA Division (ESC - JTPA) throughout the development of the statewide system of standards and performance measures for occupational education. Local educational agencies will coordinate and communicate with local representatives of the DSS and ESC - JTPA and request their comments and/or recommendations.

Method for Monitoring Compliance: The State Department of Education will document all its interactions and communications with the DSS and ESC - JTPA to show that efforts were made to comply with this requirement.

LEAs will indicate on the *Annual Local Occupational Education Progress Report* whether they have explored activities of other federal programs and whether they are making use of those other activities. During the Occupational Education Program Evaluation process, LEAs will be asked to provide physical evidence (phone logs, memos, etc.) of how other federal programs are exploring activities.

Adult Education Measures and Standards

Standard: All local educational agencies will assess academic gains and occupational competency attainment of adult students in all occupational programs of study for adults offered by those agencies.

Measures: Each LEA has flexibility in choosing which measures to use to meet this standard. LEAs may choose one or a combination of the following:

- Traditional assessments (pre-test/post-tests, classroom grades, SC Occupational Competency Tests, etc.)
- Performance assessments (observations, product analyses, etc.)
- Other methods as deemed appropriate

Method for Monitoring and Measuring Progress: In the *Local Plan for Occupational Education Annual Update,* LEAs will be asked to identify their local standards. On the *Local Occupational Education Progress Report,* LEAs will be asked to provide information on whether they have met their standards, whether they have made substantial progress (as they defined earlier) in meeting their local standards, or whether a local program improvement plan was developed. During the Occupational Education Program Evaluation process, LEAs will be asked to provide a copy of a written plan that outlines the procedures for carrying out the measurement of this standard as well as copies of any program improvement plans that were developed.

Postsecondary Measures and Standards

Standard 1 (Occupational/Technical): Each postsecondary institution (two-year technical college) within the governance of the South Carolina State Board for Technical and Comprehensive Education will assess student progress and competency gains, to include student progress in the achievement of basic and more advanced skills. All two-year colleges will have assessment systems in place to demonstrate and improve the effectiveness of college involvement with Perkins' programs, with an emphasis on the Tech Prep programs/consortia.

Measures: Colleges may choose from a variety of measures to meet this standard, such as any or all of the following: Course grades/grade-point averages; course completions; success in developmental courses; exemptions from developmental courses; advanced credits; traditional assessments (pre-tests/post-tests, other tests, etc.); performance assessments (observations, group/individual review); Positive relationships of discipline-specific secondary applied courses to entry-level courses at the postsecondary level; and other measures as applicable.

Method for Monitoring and Measuring Progress: The State Board for Technical and Comprehensive Education will assess progress on this standard by three methods: (1) the requirement and review of annual consortia reports regarding assessment/evaluation results; (2) periodic meetings with program/consortia coordinators; and (3) an in-depth annual review of 20 percent of the programs regarding assessment activities, student progress, and specific program results. Program progress (numbers of persons served, enrolled, etc.) will also be assessed annually. Postsecondary institutions must have methods of identifying Tech Prep and other students. Students meeting the definition of a Tech Prep completer (see Definitions) at the secondary level will be assessed and tracked at the postsecondary level.

Standard 2 (Academic): There will be (1) yearly gains in the number of Tech Prep students achieving academic success in college courses, and (2) as of 1994-1995, decreased percentages of identified Tech Prep students having to enroll in developmental/remedial courses at the postsecondary level. Student career goals will be examined to determine appropriate follow-up research.

Measures: Each postsecondary institution will determine its own tracking system to monitor enrollment, successful completion and skill progress within college courses and developmental programs.

Method for Monitoring and Measuring Progress: The State Board for Technical and Comprehensive Education will review annual reports made by consortia and programs showing enrollment and successful completion of credit and of developmental courses. Baseline data will be set in 1992-1993 for future comparisons and evaluation. Grade-point averages and other indicators of success will also be monitored. Appropriate methods of identifying students must be developed.

Standard 3: Tech Prep students enrolling in the postsecondary technical colleges will be retained at rates equal to or higher than other populations during the 1993-1997 period.

Measures: The number and percentages of successful completers will be compared to the baseline year data of 1992-1993. Data regarding Tech Prep student enrollment will be compared to collegewide retention rates following standard State Board for Technical and Comprehensive Education retention definitions.

Method for Monitoring and Measuring Progress: Colleges will include in their annual reports the retention rates of appropriate students. Most enrollment and retention data can be gathered at state levels. Collegewide data will be included in state-required effectiveness reports to the South Carolina Commission on Higher Education. Student career goals must be identified for proper tracking.

Standard 4: Tech Prep students completing postsecondary programs will be placed in or will self-select jobs, military service, or other higher education programs, at rates equal to or above collegewide rates.

Measures: The percentage of completers available for placement will be included in reports during and after 1994-1995 when students may have completed associate degrees or have transferred to senior colleges.

Method for Monitoring and Measuring Progress: Colleges routinely report annual retention rates. Cohorts affected by federal programs will be tracked and compared to other completer groups during and after 1994-1995. Reports will be made a part of the annual progress reports.

Special Populations—Adjustments and Incentives

Implementation of Requirement: Each postsecondary institution has the following available for individual or special populations:

- Special training for counselors and faculty regarding the adult learner and their needs.
- Special advisement systems developed by faculty and /or special counselors.
- Counseling services for career, personal, or academic concerns.
- Developmental programs—special handling of underprepared students in reading, math, science, composition, and grammar usage. Students may enroll for several academic terms, as needed.
- English courses as a second language are available to all students.

Correctional Agency Measures and Standards

Department of Corrections

Standard 1 (Academic): There will be a yearly gain in scores from pre-test to post-test on the Tests of Adult Basic Education for occupational program completers who also attend a program to improve academic skills.

Measures: The percentage of completers who increase their pre-test/post-test scores on the Tests of Adult Basic Education.

Method for Monitoring and Measuring Progress: Each prison school will prepare an annual report showing the percentage of completers who increase their pre-test/post-test scores on the Tests of Adult Basic Education.

During the 1992-1993 school year, each school will be asked to determine the yearly rate of gain it would expect to see based on the previous year's data. They will be given the opportunity to revise this figure during the 1993-1994 and 1994-1995 school years, based on the prior year's data. This and other pertinent information (a brief description

of strategies, etc.) will be communicated in the *Local Plan for Occupational Education Annual Update* submitted to the State Department of Education.

Standard 2 (Occupational): Completers of each occupational program will achieve a score of 2 or higher on at least 85 percent of the course competencies as listed on the *Profile of Competencies* distributed by the State Department of Education and approved by the State Department of Education and selected by the State Department of Corrections Palmetto Unified School District.

Measures: Each school will develop and utilize classroom tests and shop performance tests to assess occupational gains.

Method for Monitoring and Measuring Progress: Each school will annually receive an on-site program review by the appropriate central office official of the State Department of Corrections Palmetto Unified School District Number One. Records of occupational progress will be monitored during this review. Appropriate data will be reported to the State Department of Education in the *Local Occupational Education Progress Report.*

Department of Youth Services

Standard 1 (Academic): Occupational students will show a yearly gain in the scores on the Tests of Adult Basic Education from pre-test to post-test.

Measures: Student scores on the TABE

Method for Monitoring and Measuring Progress: The average stay of a student is 7 months; therefore, the pre-test/post-test cycle will span 6 months. Pre- and post-test scores will be part of the OSIRIS database, and academic gains will be broken out for occupational students. Results will be reported to the State Department of Education on the Local Occupational Education Progress Report.

Standard 2 (Occupational): All occupational students will score 2 or higher on 80 percent of the competencies taught in a six-month period.

Measures: Student performance on competency profiles as observed by their classroom teachers

Method for Monitoring and Measuring Progress: Teachers will administer competency profiles at the end of a six-month period and will assess students on only those competencies taught in the six-month period. Student performance on each competency will be entered into the OSIRIS database system for analysis. Results will be reported to the State Department of Education on the *Local Occupational Education Progress Report.*

Local Modifications

Procedures for LEA Modification of State Standards and Measures of Performance

Section 403.191(b) of the proposed rules implementing the Perkins Act provides that "each recipient may modify the State standards and measures based on:

(a) economic, geographic, or demographic factors; or

(b) the characteristics of the populations to be served."

Any eligible recipient desiring to modify a State standard or measure must submit a request to do so to the appropriate State agency setting forth the proposed modification and a brief description of the rationale. Proposed modifications to the State standards or measures of performance must be submitted to and approved by the appropriate state agencies prior to September 25, 1992.

Implementation

Local educational agencies evaluate the effectiveness of their occupational programs based on the standards and measures of performance. LEA develops program improvement plan, if necessary (Spring/Summer 1993).

LEA implements program improvement plan, if necessary (September 1993).

Continued implementation of standards and measures of performance (1993-1994 school year).

SOUTH DAKOTA

One Set of Measures and Standards

Contact: Larry Nelson (605) 773-3423

Measure 1: There is a full awareness of vocational education in all levels of education.

Secondary & Postsecondary Standard 1.1: All vocational education personnel will make at least one on-site business and industry visitation annually.

Secondary & Postsecondary Standard 1.2: All approved vocational education programs will complete at least one public information event annually.

Postsecondary Standard 1.3: Program demonstrated a 5 percent increase in enrollment (when applicable) in the 1991-1992 school year.

Population 1: Students in elementary and secondary education including members of special populations

Data Source 1: School records, records of tech-prep programs, follow-up records of students, periodic survey of parents of elementary, middle school, and secondary school students.

Criterion 1:

- At least 80 percent of classroom teachers will provide career awareness instruction.
- Students in elementary and secondary education will receive a minimum of 20 hours annually spent in career exploration tied to integrated activities.
- 50 percent of secondary students identified as traditionally gender-underrepresented and other members of special populations.
- 40 percent of secondary students completing an approved secondary vocational program will advance in the same or similar vocational area.
- At least 25 percent of students will advance to a postsecondary educational setting or apprenticeship.
- At least 10 percent of students will advance to a college/university in a subject area similar to their vocational education program of study.
- 60 percent of students enrolled in tech-prep programs offering sequential secondary and postsecondary program credit will advance to postsecondary programs.
- 20 percent of remaining students will advance to military employment or other advanced opportunities.

Population 2: Students in postsecondary education including members of special populations

Data Source 2: Student records

Criterion 2: Postsecondary vocational-technical institutions will increase total enrollment by 5 percent annually.

Population 3: Students in non-traditional programs (includes Adult Business and Industry, Adult Farm/Ranch Business Management, Apprenticeship, Equity, and Community-Based programs)

Data Source 3: Program records

Criterion 3: There is a demonstrated increase in enrollment in specialized and/or customized training.

Population 4: Students in Corrections programs

Data Source 1.4: Follow-up records of students

Criterion 4: There is a demonstrated increase in utilization of specialized and/or customized training programs.

Population 5: Families

Data Source 1.5: School records

Criterion 5: All approved programs will offer at least one K-12 public information program annually. All approved programs will assure that parents of students who are members of special populations receive at least two informational programs annually.

Population 6: Academic educational community: (1) teachers, (2) counselors, and (3) administrators

Data Source 6: Inservice records

Criterion 6: All approved programs utilizing the tech-prep initiative will present at least one career awareness workshop/class annually for academic teachers. All vocational program personnel will take part in at least one on-site business visitation annually.

Population 7: Employers and others in the community

Data Source 1.7: Public records and advisory committee records

Criterion 7: All approved vocational programs will complete at least one public information (media) event annually with the exception of vocational education programs conducted in correctional settings.

Enrollment and Completion of Special Populations

Measure 2: Enrollment and completion of special populations in vocational educational programs will be adapted to meet their unique learning needs.

Secondary Standard 2.1: The percent of special population students enrolling in approved vocational-technical education courses is equal to the percent of special population students in the high school population.

Secondary Standard 2.2: The percent of special population vocational-technical students who complete their program area will be equal to the percent of other vocational-technical education students who complete their program area.

Postsecondary Standard 2.1: Supplemental instruction and supportive services are delivered to special population students.

Postsecondary Standard 2.2: The program is accessible to special population students, and they are made aware of the program through affirmative outreach and recruitment efforts.

Population 1: Secondary students in career-specific programs—Subsets: students in non-traditional areas of study, students identified as members of special populations

Data Source 1: School records, follow-up programs

Criterion 1: Special population students in secondary education settings including male and female students in traditionally gender-underrepresented vocational areas represent at least 75 percent of the total enrollment. 75 percent of employers will indicate satisfaction with academic and vocational competencies of special population workers employed directly from secondary vocational education including students identified as traditionally gender-underrepresented and other members of special populations.

Population 2: Secondary students in non-career-specific programs—Subsets: students in non-traditional areas of study, students identified as members of special populations

Data Source 2: School records

Criterion 2: Special population students in secondary education settings including male and female students in traditionally gender-underrepresented vocational areas represent at least 75 percent of the total enrollment.

Population 3: Students in postsecondary programs including special populations

Data Source 3: Follow-up survey

Criterion 3: 75 percent of students in advanced education settings achieve employment in a field directly relating to the completed program including all students who are members of special populations.

Population 4: Students in other career and non-career-specific vocational education including special populations—Subset: CBO, Equity programs, CLC, Corrections, other

Data Source 4: Follow-up survey

Criterion 4: Special population students in secondary education settings including male and female students in traditionally gender-underrepresented vocational areas represent at least 75 percent of the total enrollment.

Basic and More Advanced Academic Skills

Measure 3: Students make gains in basic and more advanced academic skills.

Secondary Standard 3.1: The percentage of students gaining 0.5 or more Normal Curve Equivalents (NCE) on the Stanford Achievement tests in total reading, total math, and science since taking the test as an 8th or 11th grader or the most recent Stanford Test scores available (pre-test and post-test).

Postsecondary Standard 3.1: All completers who do not possess identified skills at the beginning of this program will demonstrate gains in the achievement of the related basic academic skills associated with the program (locally chosen instruments).

Postsecondary Standard 3.2: All completers who do not possess identified skills at the beginning of this program will demonstrate gains in the achievement of the more advanced academic skills associated with the program (locally chosen instruments).

Population 1: Student records, achievement testing at entry into program, achievement testing at completion of the program.

Criterion 1: 75 percent of employers indicate satisfaction with basic and advanced academic skills and with vocational competencies of employees attaining employment directly from secondary educational settings. Special population students in secondary education settings including male and female students in traditionally gender-underrepresented vocational area represent at least 75 percent of the total enrollment. 60 percent of employers indicate satisfaction with academic and vocational competencies of special population workers employed directly from secondary vocational education.

Population 2: Secondary students in non-career-specific programs—Subsets: students in non-traditional areas of study including Equity programs, students identified as members of special populations

Data Source 2: Annual monitoring of vocational program roster of students; achievement testing at entry into program; and achievement testing at completion of the program.

Criterion 2: Special population students in secondary education settings including male and female students in traditionally gender-underrepresented vocational areas represent at least 75 percent of the total enrollment.

Population 3: Students in postsecondary programs including special populations

Data Source 3: Student records; achievement testing at entry into program; achievement testing at completion of the program; and employer satisfaction surveys.

Criterion 3: 90 percent of students in advanced education settings achieve employment in a field directly relating to the completed program including students identified as traditionally gender-underrepresented and other members of special populations. 80 percent of employers indicate satisfaction with basic and advanced academic and with vocational competencies of students including students identified as traditionally gender-underrepresented and other members of special populations.

Population 4: Students in other career and non-career-specific vocational education including special populations—Subsets: Equity program, CBO, CLC, Corrections, other

Data Source 3.4: Annual monitoring of vocational program roster of students; achievement testing at entry into program; and achievement testing at completion of the program.

Criterion 3.4: 75 percent of students, after receiving vocational training, achieve employment in a field directly relating to completed program including students identified as traditionally gender-underrepresented and other members of special populations.

Occupational Competency Gain

Measure 4: Students acquire specific occupational competency gain.

Secondary & Postsecondary Standard 4.1: 100 percent of the program completers will demonstrate attainment of at least 80 percent of the occupational competencies/tasks associated with the program.

Secondary Standard 4.2: 100 percent of the program completers will demonstrate attainment of at least 80 percent of the occupational competencies/tasks associated with the program. The student's course/program may be modified through an IVEP.

Postsecondary Standard 4.2: 80 percent of employers indicate satisfaction with the occupational competencies of students identified as gender-underrepresented and other members of special populations.

Population 1: Secondary students in career-specific programs—Subsets: students in non-traditional areas of study, students identified as members of special populations

Data Source 1: Annual monitoring of vocational program roster of students; recording competencies on individual student profiles at entry and exit from programs; and employer satisfaction surveys.

Criterion 1: 75 percent of employers indicate satisfaction with basic and advanced academic skills and with vocational competencies of employees coming to employment directly from secondary educational settings including students identified as traditionally gender-underrepresented. Vocational areas represent at least 75 percent of the total enrollment. 75 percent of employers indicate satisfaction with academic and vocational competencies of special population workers employed directly from secondary vocational education including students identified as traditionally gender-underrepresented and other members of special populations.

Population 2: Students in postsecondary programs including special populations

Data Source 2: Annual monitoring of vocational program roster of students; recording of student levels on individual competency profiles at entry and exit; and employer satisfaction surveys.

Criterion 2: 90 percent of students in advanced education settings achieve employment in a field directly relating to the completed program including students identified as traditionally gender-underrepresented and other members of special populations. 80% of employers indicate satisfaction with basic and advanced academic and vocational competencies of students including students identified as traditionally gender-underrepresented and other members of special populations.

Population 3: Students in other career and non-career-specific vocational education including special populations—Subsets: CBO, Equity programs, CLC, Corrections, other

Data Source 3: Annual monitoring of vocational program roster of students; and recording of student levels on individual competency profiles at entry and exit.

Criterion 3: 75 percent of students, after receiving vocational training and becoming available for employment, achieve employment in a field similar to the completed program including students identified as traditionally gender-underrepresented and other members of special populations.

Placement

Measure 5: Vocational education completers move toward more advanced vocational education (advanced vocational program(s), higher education in similar field, military, or employment).

Secondary Standard 5.1: 90 percent of the students completing an approved vocational-technical program will be placed into additional training or education in an accredited private or public postsecondary institution, military, or employment.

Secondary Standard 5.2: 60 percent of students enrolled in a Tech Prep program offering sequential secondary and postsecondary program credit will advance to a postsecondary program.

Postsecondary Standard 5.1: 75 percent of completing students will gain employment in their identified program field or advanced training including students identified as traditionally gender-underrepresented and other members of special populations.

Population 1: Secondary students in career-specific programs—Subsets: students in non-traditional areas of study, students identified as members of special populations

Data Source 1: Annual monitoring of vocational program roster of students

Criterion 1: At least 25 percent of students will advance to a postsecondary educational setting in that program area or apprenticeship program including students identified as traditionally gender-underrepresented and other members of special populations. At least 10 percent of students will advance to a college/university in a subject area similar to their vocational education program of study including students identified as traditionally gender-underrepresented and other members of special populations. 60 percent of students enrolled in tech-prep programs offering sequential secondary and postsecondary program credit will advance to postsecondary programs including students identified as traditionally gender-underrepresented and other members of special populations.

Population 2: Secondary students in non-career-specific programs—Subsets: students in non-traditional areas of study, students identified as members of special populations

Data Source 2: Annual monitoring of vocational program roster of students

Criterion 2: At least 25 percent of students will advance to a postsecondary educational setting or apprenticeship programs including students identified as traditionally gender-underrepresented and other members of special populations. At least 10 percent of students will advance to a college/university in a subject area similar to their vocational education program of study including students identified as traditionally gender-underrepresented and other members of special populations. 60 percent of students enrolled in tech-prep programs offering sequential

secondary and postsecondary program credit will advance to postsecondary programs including students identified as traditionally gender-underrepresented and other members of special populations.

Population 3: Students in postsecondary programs including special populations

Data Source 3: Annual monitoring of vocational program roster of students; employer satisfaction surveys.

Criterion 3: 75 percent of completing students will gain employment in their identified program field or advanced training including students identified as traditionally gender-underrepresented and other members of special populations.

Population 4: Students in other career and non-career specific vocational education including special populations—Subset: CBO, Equity programs, CLC, Corrections, other

Criterion 4: 25 percent of secondary students completing an approved vocational program will advance in the same or similar vocational area including students identified as traditionally gender-underrepresented and other members of special populations. 25 percent of students available for employment or other advanced opportunities will advance on to employment, military, or other advanced programs including students identified as traditionally gender-underrepresented and other members of special populations.

Retention

Measure 6: Students will remain in school.

Secondary Standard 6: 90 percent of students enrolled in a secondary vocational education program will remain in school throughout the school year including students identified as traditionally gender-underrepresented and other members of special populations.

Postsecondary Standard 6: 75 percent of full-time students enrolled in a postsecondary vocational-technical institute will remain in school throughout the school year including students identified as traditionally gender-underrepresented and other members of special populations.

Population 1: Secondary students in career-specific programs—Subsets: students in non-traditional areas of study, students identified as members of special populations

Data Source 1: School records

Criterion 1: 90 percent of students enrolled in vocational education programs will remain in school throughout the school year of their enrollment including students identified as traditionally gender-underrepresented and other members of special populations.

Population 2: Secondary students in non-career-specific programs—Subsets: students in non-traditional areas of study, students identified as members of special populations

Data Source 2: School records

Criterion 2: 90 percent of students enrolled in vocational education programs will remain in school throughout the school year of their enrollment including students identified as traditionally gender-underrepresented and other members of special populations.

Population 3: Postsecondary programs

Data Source 3: School records, financial aid reports

Criterion 3: 90 percent of students will meet the requirements of financial aid including making academic gain including students identified as traditionally gender-underrepresented and other members of special populations.

Population 4: Students in other career and non-career-specific vocational education including special populations—Subset: CBO, Equity programs, CLC, Corrections, other

Data Source 4: School records

Criterion 4: 75 percent of students enrolled in vocational education programs will remain in the education setting throughout the program term of their enrollment including students identified as traditionally gender-underrepresented and other members of special populations.

Special Populations

South Dakota is disaggregating the performance of special populations (as one category) for each measure and standard. Measure 6 looks at the retention of traditionally gender-underrepresented and other special populations. The student's course/program may be modified through an IVEP with regards to occupational gain.

Local Modifications

Local modifications are in effect for two correctional institutions.

Implementation

See the "Populations" and "Data Sources" listed under each set of standards. A local evaluation worksheet has been developed. Workshops are held for all eligible recipients. Many programs are in a consortium; the state then communicates with the Consortium Director.

Coordination

JTPA representative is on the Committee of Practitioners.

TENNESSEE

Secondary Measures and Standards

Contact: James R. Vinson (615) 741-1819

Standard 1: Academic Achievement

Academic achievement of vocational-technical students will meet or exceed the average of students nationally.

Standard 1 Measurement:

Academic achievement will be measured by a workplace readiness standardized examination (ACT/Work Keys) administered to graduating vocational-technical students. School systems must show progress toward meeting or exceeding the national average. The goal will be that the average for Tennessee students will reach the national average by the year 2000 (to be implemented and assessed in 1992-1993).

Standard 2: Occupational Competency

Eighty-five percent of vocational-technical students will master 75 percent of the occupational competencies in each course.

Standard 2 Measurement:

Systems will verify the successfully completed competency level of each student. This will be accomplished either by certification of competencies attained or by pre-test and post-test (to be implemented and assessed in 1993-1994).

Standard 3: Placement

Eighty percent of vocational-technical completers will be placed in a related occupation, the military, an apprenticeship, or continuing education.

Standard 3 Measurement:

A follow-up system will be used for validation of employment or education. The baseline will be established after the first survey. Progress will be charted on an incremental basis until the goal is attained by the year 2000 (to be implemented and assessed in 1993-1994). Social Security # will be requested in follow-up survey.

Standard 4: Employer Satisfaction

An average or above average rating from employers of vocational-technical completers will be maintained.

Standard 4 Measurement:

Employers of vocational-technical completers will be surveyed though the vocational evaluation process annually. Approximately 25 percent of the programs are evaluated annually (to be implemented and assessed in 1992-1993).

Standard 5: Retention (to be implemented in 1993-1994)

Vocational students' retention in high school will maintain a graduation rate equal to that in the total student population.

Special Populations

Incentive—Perkins funds are targeted at special populations through supplemental funds for classroom instruction. The state holds a leadership camp for special population instructors and students in the summer.

Local Modifications

Local Modifications are possible through state approval annually in May or June. No local modification will be in effect during 1992-1993.

Implementation

Currently, the state can identify a vocational student, but next year (1993-1994), the entire data system will be up and running. In the MIS system, teachers list at least six employers and then the state does a 25 percent sample follow-up.

142 vocational directors in the state attended a meeting in October. There were many regional meetings throughout the development process, and all organizations saw the standards before they were approved by the State Board.

Coordination

JTPA and other agencies were members of the Committee of Practitioners. The Governor is pushing coordination in the state.

Two-Year Institutions

Contact: Linda Doran

Standard 1: General Education

This standard addresses institutional improvement in the quality of the associate degree general education program as measured by the performance of program completers on an approved standardized test of general education.

Standard 1 Measurement:

Performance will be measured by the performance in the mean score (either by comparison to national norms or to previous performance) of an institution's students compared to external gain norms.

Standard 2: Major Field

This standard addresses institutional improvement in the quality of technical/career AAS programs.

Standard 2 Measurement:

A program will be considered successful if (1) the average score of graduates is either at or above a recognized norm; or (2) the average score shows improvement over a previous testing.

Standard 3: Graduation Rates

This standard addresses student success as reflected by graduation rates.

Standard 3 Measurement:

Persistence to graduation goals will be developed by each institution with assistance from TBR staff. For two-year institutions, persistence to graduation will be calculated by identifying all first-time, full-time enrollees in a particular fall semester and by following this cohort through six years to establish graduation rates.

Standard 4: Placement Rates

Each major field program will be evaluated by the placement rate of its graduates.

Standard 4 Measurement:

Institutions will conduct a survey of graduates to determine the number placed. Graduates from spring, summer and fall terms within a calendar year will be surveyed through June 30 of the following year. A program will be considered successful if the placement rate is at least 75 percent.

Standard 5: Employer Satisfaction

Surveys of employers of graduates will address employer satisfaction.

Standard 5 Measurement:

Institutions will establish a survey cycle for collecting information on the employer satisfaction and will establish appropriate positive response benchmarks. This benchmark would be average or above average performance of graduates from the survey of employers.

Area Vocational-Technical Schools

Contact: Tommy Hall (615) 366-4460

Standard 1:

Eighty percent of the students completing remedial classes will meet established academic competency levels for their chosen occupational program.

Standard 1 Measurement:

Each student entering an area school as a full-time student will be assessed in basic skills. Students not meeting established academic competency levels in their chosen occupational program will be required to enter remedial classes.

Standard 2:

Forty percent of students eligible for termination will receive a completion award of a diploma or competency certificate.

Standard 2 Measurement:

School completion data will be used to determine the rate of students completing programs with a diploma or competency certificate.

Standard 3:

Fifty percent of students completing occupational programs will be placed in employment.

Standard 3 Measurement:

Exit interviews and follow-up procedures will be used to determine the number of completers placed in employment.

Standard 4:

A good or excellent rating will be received by 70 percent of the students responding.

Standard 4 Measurement:

Each student completing an occupational program will be surveyed to determine their satisfaction level with the training provided.

Standard 5:

A good or excellent rating will be received by 70 percent of the employers responding.

Standard 5 Measurement:

Each employer who employs an occupational completer will be surveyed to determine their satisfaction level with the training provided.

TEXAS

Secondary Measures and Standards

Contact: Dr. Bristow (512) 463-9311

Core Measure and Standard 1: At least 90 percent of students who were enrolled in a coherent sequence of courses in vocational and applied technology education will pass the TAAS exit test.

Core Measure and Standard 2: At least 95 percent of 12th grade students who were enrolled in a coherent sequence of courses in vocational and applied technology education programs (a) obtained a certification of competency by an accepted licensing or certification agency, OR (b) successfully completed a validated test of occupational competency, OR (c) demonstrated completion and competency in the essential elements for the coherent sequence of courses. Within three years this standard will be based on performance measures which assess the level of proficiency required by employers and/or institutions of higher education.

Core Measure and Standard 3: At the one-year follow-up, 75 percent of students who earned their high school diploma after having completed a coherent sequence of courses in a vocational and applied technology education program were (a) enrolled in a postsecondary educational institution, OR (b) enrolled in a registered apprenticeship program, OR (c) in training related to their vocational education program, OR (d) in a military service, OR (e) employed in a paid or unpaid job related to their vocational and applied technology education and training.

Recommend adoption of a new core standard and measure as follows:

Students enrolled in a coherent sequence of courses in vocational and applied technology education will graduate at a rate equal to or greater than the school's graduation rate.

Recommend adoption of a new core standard and measure as follows:

The percentage of students who are members of special populations enrolled in a coherent sequence of courses in vocational and applied technology education will be equal to or greater than the percentage of students who are members of special populations in grades 7-12.

Postsecondary Measures and Standards

Contact: Ann Lopez (512) 483-6250

Goals: Improved occupational access, reduced disparity of enrollment between groups and a more qualified work force.
Measure 1: Acceptance and Awards.
This measure, an attempt to gauge acceptance and award rates for programs with a formal application procedure (nursing, allied health, court reporting, etc.), has three parts:
A. The number of qualified students who apply for fall-semester admission into these programs and are accepted;
B. The number of qualified applicants who are accepted into these programs divided by the number of qualified applicants; and
C. The number of students who receive a degree or certificate from these programs within two years and within five years.
Standard 1.1: For A & B: There is no statistically significant difference between the proportion of minorities, women, and special populations accepted compared to the number of such persons in the qualified applicant pool not accepted.
Standard 1.2: For C: There is no statistically significant difference between the proportions of each group receiving awards within two years and within five years. Institutions demonstrate improvement toward the standard over time. Those exceeding the standard continue to demonstrate improvement.
Standard 1.3: 25% of the students will receive a degree or certificate within two years.
Standard 1.4: 40% of the students will receive a degree or certificate within five years.
Timeline: DV 91-92, OLT 92-93, IMP 93-94.
For A & B: Begin data collection in fall 1991, report first data by 10/15/92.
For C: Begin data collection in fall 1993, report first data by 10/15/96.
Note: This data may not be available if students are not enrolled in an institution at the time they make formal application.

Goals: Improved occupational access and a more qualified work force.
Measure 2: Remediation and Completion (full-time only).
This is designed to determine if there is a statistical difference between the graduation rates of remediated and non-remediated first-time-in-college (FTIC) fall students who declare a technical degree or certificate major. It also is an attempt to compare, across groups, the proportion of these students who graduate within 150 percent of the normal time for completion. This measure has three parts:
A. The number of the above-mentioned students enrolled in at least one remedial course (or remedial non-course based?).
B. The number of the above mentioned students not enrolled in any remediation.
C. For both A and B above, the proportion who completed a degree or certificate in 150 percent of the normal time for completion or graduation.
Standard 2.1: There is no statistically significant difference between the percentage of full-time, FTIC technical students who receive a degree or certificate and received remediation prior to graduation and the percentage of such students who receive a degree or certificate and received no remediation prior to graduation.
Standard 2.2: Thirty percent of full-time FTIC technical students receive a degree or certificate within 150 percent of the normal time for completion.
Standard 2.3: There is no statistically significant difference between the proportions of each group (gender, ethnicity and special populations) receiving awards within 150 percent of the normal time for completion.
Timeline: DV 91-92, PLT 92-93, IMP 93-94.
For A & B: These numbers are already reported on the CB-002.
For C: Begin collecting data in fall 1991, first data report by 10/15/93 for certificates and by 10/15/93 for degrees.

Goals: More degrees and certificates awarded and less disparity between groups.
Measure 3: Remediation and Completion (all students).
This is intended to gauge the proportion of remediated and non-remediated FTIC students—including both part-time and full-time students—who complete degrees or certificates within five years. This measure has two parts:
A. The number of students who complete degrees or certificates within five years; and
B. The number of students who received remediation and the number who did not receive remediation for:

- Students who received degrees or certificates; and
- Students who did not receive degrees or certificates.

Standard 3.1: The percentage of FTIC technical students who receive a degree or certificate and received remediation prior to graduation is equal to or greater than the percentage of such students who receive a degree or certificate and received no remediation prior to graduation.
Standard 3.2: Thirty percent of all FTIC technical students who enroll in the fall semester receive a degree or certificate within five years.
Standard 3.3: There is no statistically significant difference between the proportions of each group (gender, ethnicity and special populations) receiving awards within five years.
Timeline: DV 91-92, PLT 92-93, IMP 93-94.
For both A & B: Begin data collection in fall 1991, report initial data by 10/15/96.

Goal: More women, minorities, and special populations enter the work force with technical training.
Measure 4: Access to Technical Programs.
This is an attempt to measure the difference between the proportion of special populations enrolled in an institution's technical education programs compared to the proportion of special populations in the total institutional enrollment.
Standard 4.1: There is no statistically significant difference in the proportion of women, minorities, and special populations in all technical education enrollment compared to the proportions these groups represent of the total institutional enrollment.
Note: This standard will only be applied within institutions and not to measure institutions against one another.
Timeline: IMP 92-93. This is already collected on the CB-114 (A&B).

Goal: More special populations enter the work force with technical training.
Measure 5: Access to Institutions and Perkins Services. This is intended to measure and improve the access of special populations to institutions and Carl Perkins services relative to their representation in an institution's service delivery area. Because of U.S. census data structure, this measure includes persons age 18 through 64.
For this measure, institutions must report the number of handicapped, academically disadvantaged, economically disadvantaged, limited English proficient (LEP) and incarcerated students in three separate categories: number residing in institution's service area, number enrolled in institution, and number served by Perkins funds.
Each institution will also provide a single, unduplicated headcount of all special population students enrolled during the reporting year. For example, a student who is both economically and educationally disadvantaged will only be counted once for the unduplicated headcount.
Standard 5.1: Improvement in the representation of special populations in institutions relative to their representation in the service delivery area.
Standard 5.2: Increased numbers and percentages of special population students.
Note: This standard will only be applied within institutions and not to measure institutions against one another.
Timeline: DV 91-93; PLT 93-94; IMP 94-95.

Goal: Students received remediation that enables them to complete courses and programs and higher retention rates for remediated students.
Measure 6: This is intended to measure the percentage of FTIC technical students that institutions retain from the fall to the spring semesters and the influence that remediation may have on such retention. Institutions are to report figures, including both full-time and part-time students, for three categories:
A. The total number of FTIC technical students enrolled in the fall semester compared to the total number who return the following spring;
B. The number of FTIC technical students enrolled in the fall semester who received remediation (basic skills instruction) compared to the number of that population who return the following spring; and
C. The number of FTIC technical students enrolled in the fall semester who did not receive remediation compared to the number of that population who return the following spring.
Standard 6.1: The percentage of all FTIC technical students retained from the fall to the spring semesters, for both full-time and part-time students, for both remediated and non-remediated students, is:
Part-time students: 1-5SCH - 35%; 6-11 SCH - 50%.
Full-time students: 12SCH or more - 70%.
SCH = Semester credit hours (or the equivalent).
Timeline: DV 91-92; PLT 91-92; IMP 92-93. (Data reported in April on new form using CB-001 and CB-002 data.)

Goal: More course and program completions and better student grade performance.
Measure 7: Technical Course Completion. This is a measure of the number of credit hours awarded for grades "D" or better (or equivalent) for students enrolled in technical education courses versus the total number of credit hours on the census date. This has two parts:
A. The number of credit hours, by HEGIS code (approval code), for which students received passing grades. This does not include incompleters.
B. The number of credit hours, by HEGIS code, on the census date.
Standard: No standard has been set at this time.
Timeline: DV 92-93; PLT 93-94; IMP 94-95.

Goal: To ensure that all programs are competency "certified."
Measure 8: Program Content. This program quality check, designed to ensure that all technical programs have competence "certification" or verification, has two parts:
A. The unduplicated number of programs that have a capstone experience such as a licensure exam or a comprehensive discipline-specific exam.
B. The unduplicated number of programs that have a task analysis such as DACUM© (Developing a Curriculum) or a similar process.
Standard 8.1: 100 percent of programs have DACUM©, capstone, or the equivalent.
Timeline: DV 91-92; PLT 92-93; IMP 93-94.

Goal: A more qualified work force, increased completer achievement, and competent, performing completers.
Measure 9: Employment and Education Outcomes. This is intended to measure the degree of completer achievement after graduation as well as both student and employer satisfaction in relation to the education received. This measure has ten parts:
A. The number of technical education degrees and certificate program completers who, within one year after graduation, are: employed in a field related to training; pursuing additional training or education; or are employed in the military.
B. The number of technical education program completers who are employed within one year after graduation in a field not related to training.
C. The number of technical education program completers who are pursuing additional education at another public institution of higher education within one year after graduation.
Standard 9.1: For A, B & C: 85% of completers are employed, pursuing additional education, or are in the military within one year of graduation.
D. The number of technical education program completers who rate their satisfaction level of training received as "good" or "very good."
Standard 9.2: For D: 80% of completers rate their education as "good" or "very good."
E. The number of newly-hired technical education program completers who are employed full-time and have earnings greater than the minimum wage.
Standard 9.3: No standards has been set at this time.
F. Average hourly salary for completers employed 35 hours or more per week.
Standard 9.4: No standard will be set.
G. Number of technical education program completers who obtain licensure within one year after graduation (in appropriate programs) compared to the number of students who tested for licensure within one year of graduation.
Standard 9.5: 90% of completers who take a licensure exam within one year after graduation pass the exam.
H. Program completer follow-up by mean employer ratings.
Standard 9.6: 80% of responding employers rate completer performance as "good" or "very good."
I. The number of technical education marketable skills achievers who are employed.
J. The number of technical education marketable skills achievers pursuing additional education.
Note: Marketable skills achievers will be treated as single group; it is not necessary to report them by program, and it is not necessary to report whether employment is related to training. Parts I and J of this measure will not be required until the next reporting period.
Standard 9.7: For I & J: 90% of marketable skills achievers are either employed or are pursuing additional education.
Timeline: For A-E and H: PLT 91-92; IMP 92-93.
For F, G and I: DV 92-93; PLT 93-94; IMP 94-95.

UTAH

Secondary Performance Measures and Standards

Conact: Murray Meszaros (801) 538-7500

A. Access and Accessibility (based on Section 117 of the Law)

Measure #1: Percentage of 7th and 8th Grade students and parents who are provided information on the opportunities available for Applied Technology Education and information relevant to those opportunities. This measure is based on §403.193 of the final regulations.

Method: The school districts are responsible to coordinate dissemination of relevant documentation including the following documents: (a) opportunities available in ATE programs; (b) requirements for enrolling in ATE programs; (c) specific program requirements and services that are available; (d) employment opportunities; and (e) placement statistics.

Records documenting this activity will be kept at the local schools. In extraordinary demographic conditions in a given region, this standard may be adjusted.

Attainment Standard:

1. 95% of the special populations students and parents/guardians will be provided the information listed in "Method."
2. 75% of ALL students and parents/guardians will be provided the information listed in "Method"

Growth Standard:

1. By June 1994, the percentage for #1 Attainment Standard above should equal 99%.
2. By June 1994, the percentage for #2 Attainment Standard above should equal 85%.

Measure #2^{S}: Percentage of (a) special populations students with Student Education Occupation Plans (SEOP) and percentage of all students with Student Education Occupation Plans.

Attainment Standards: At least 65% of all students and 100% of special populations will have effective, functional SEOP/IEOP's by the end of the 9th Grade.

Growth Standard: By end of the funding cycle (June 1996), at least 95% of all students and 100% of the special populations will have effective, operational SEOP's and IEP's.

Measure #3^{F}: Enrollment in ATE Programs. This is response to section 117 of the Act and §403.191(c) of the final regulations.

Attainment Standard: The percentage of special populations students enrolling in approved ATE programs is equal or greater than the percentage of special populations students in the high school population.

Measure #4^{F}: Percent Change in non-traditional (male/female) enrollment of students in ATE programs.

Attainment Standard: Non-traditional enrollments should increase annually over the life of the funding period until effective, operational SEOP/IEP's are the driving force for determining student enrollments.

Measure #5: Percentage of students completing ATE programs funded by Perkins compared with those not funded by Perkins.

Attainment Standard:

1. The completion rate of students in ATE programs funded by Perkins funds should equal or exceed the completion rate of comparable ATE programs.
2. The completion rate of students in ATE programs funded by Perkins should increase 5% annually.

B. Achievement in Basic and Advanced Academic Skills

We will need to choose the method of measurement we feel most accurately measures basic and advanced academic skills (Measures 1a and 1b versus Measures 2a, 2b, and 2c).

Measure #1a^F: Stanford Achievement Test, Advanced I, Form J.

Measure #1b^F: Stanford Achievement Test, TASK III, Form J.

Methods: All eighth grade students in Utah public schools will be administered the Stanford Advanced I, Form J at the beginning of grade 8 (fall norming window). all eleventh grade students in Utah public schools will be administered TASK III, Form J at the beginning of the eleventh grade. At local option, TASK III may be administered to program completers at the middle of grade 12 (winter norms). All eighth grade and eleventh grade testing will be accomplished as part of the Statewide Testing Program. In FY'93, reporting will include gender demographics.

Attainment Standards: Each school will annually establish performance standards for attainment in mathematics, reading, and language art/English based on national percentile ranks at both grade 8 and grade 11. No attainment performance standard will be lower than the expected performance range established for the previous year by the State Office of Education. Each school should establish both an "acceptable" and an "excellent" performance standard.

Improvement Standards: Each school should establish improvement targets for itself over a three-year period in mathematics, reading, and language arts. The suggested minimum improvement standard over three (3) years would be a median raw score increase equal to five (5) percentile rank points.

Measure #2a^F: Completion rate of ATE students entering remedial instruction.

Scope: Applied Technology "Completers."

Methods:

1. Students entering applied technology programs who lack basic academic skills necessary to successfully complete applied technology programs will have their deficiencies assessed.
2. Appropriate remedial or general basic education will be prescribed for the students to achieve.

Minimum Attainment Standards: Suggested minimum attainment expectations are that 80% of the course completers will attain at least a "C" or equivalent level of competency.

Measure #2b^F: Assessment of "Basic"/Applied Academic Skills (Math and English).

Scope: Applied Technology "Completers."

Methods:

a. In Math, Algebra 1 or its equivalents will be used in regards to the expectations in this area of measurement.
b. In English, the completion of the five (5) core writing assignments per grade level in the 9th and 10th Grades will be used as the area of measurement.

Minimum Attainment Standards: Suggested minimum attainment expectations are that 70% of the course completers will attain at least a "C" or an equivalent level of competency.

Measure #2c^F: Assessment of "Advanced"/Applied Academic Skills (Math and English).

Scope: Applied Technology "Completers"

Methods:

a. In Math, the following classes or equivalents will be monitored in regards to the expectations in this area of measurement: Algebra II (Intermediate Math), Applied Math, Advanced Algebra, Geometry, Trigonometry, Chemistry, Physics, Analytical Geometry, and AP Mathematics/Calculus.

b. In English Advanced English will consist of the successful completion of the five (5) core writing assignments in the Eleventh (11th) Grade.

Minimum Attainment Standards: Suggested minimum attainment expectations are that 70% of the course completers will attain at least a "C" or an equivalent level of competency.

C. Job or Work Skill Attainment of Enhancement

Measure: The number of program completers who create work readiness portfolios (resumes, writing samples, letters of recommendations, etc.).

and

The number of program completers who successfully master all competencies in one of the following: "Critical Workplace Skills" (from Utah State Office of Education), "Workplace Readiness" (from Agency for Instructional Technology), or "Work Keys" (from ACT).

Minimum Attainment Standard: Minimum expectation of completion for the portfolio is 95% of the program completers. Minimum expectation of completion for one of the areas listed above is 90%.

D. Retention (or Dropout) Rates in School or Completion of School

Measure #1: Percentage Improvement in Student Retention in Courses and Programs.

Scope: Grades 9 through 12 inclusive, all those enrolled in Applied Technology Courses and Programs.

Method:

1. This area of measurement applies to full-time ATE students only.
2. Retention in *programs* occur if students obtain positive outcomes from the programs. Positive outcomes include situations when student do one of the following:
   a. Complete the program;
   b. Transfer to further education or another school;
   c. Complete sufficient occupational competencies and obtain employment in occupational areas specifically related to the students' area of study.
   d. Retention rates will be calculated by dividing the sum of (2a + 2b + 2c) by the beginning enrollment.
3. Students leaving the state are removed from the cohort and are not counted in the equation at all.
4. Reporting per program CIP code, observations regarding retention rates shall be gathered under the following headings:
   a. Student left school because of an active dislike of one or more aspects of his/her school experiences;
   b. Student failed to meet program completion requirements;
   c. Student received employment in an area specifically related to program;
   d. Student completes the training program;
   e. Student transfers to another school;
   f. Student is married and leaves program;
   g. Other "known" reasons (the student left or was required to leave school for some other reason);
   h. Unknown reason;
   i. Special Populations status of students, if any.

5.a. For short term program improvement assessment, course retention rates (completers divided by enrollees) will be calculated and reported annually per CIP code area funded under Perkins.

b. Program completers will be those students who complete all requirements of the instructional program and who receive a diploma...and calculated and reported in the cohorts' graduating years.

6. For each course and program, reports will annually show GRAND TOTAL completion rates and SUBTOTALS for regular and special population rates (handicapped/disabled, educationally and economically disadvantaged, limited English proficient, incarcerated, and non-traditional).

Minimum Attainment Standard: Until further analysis has been conducted to determine minimum expectations for statewide student retention and program completion rates, the following will be employed. Each eligible recipient of federal Perkins funds will specify (in consultation with USOE) a self-defined target of program completion and retention rates based on assessment of the eligible recipients' current baseline rates.

Student completion and retention rates will improve annually. Excluding those students who leave Utah, a suggested minimum threshold, if no empirical method is available locally to determine rates, will be 90% for course completion and 80% for program completion.

Gains in and Attainment of Specific Occupational Competencies

Measure #1: State of Industry Approved Performance Assessments in the following program areas: data processing, word processing, accounting, critical workplace skills, Basic Apprenticeship Readiness (BAR), and ASE automotive.

Scope: High School Juniors and Seniors only.

Methods:

1. For each Applied Technology course, a state or industry-approved test and/or performance assessment based on specific competencies will be administered at the beginning and conclusion of the course. In situations where performance assessments would be inappropriate at the beginning of a course, students may be allowed to indicate on a checklist which competencies they do and do not possess and those competencies marked as present can be verified immediately with a performance assessment which, if passed, would also be the post-assessment for that student.
2. The local education agency will report the number of students who met state and/or industry standards.

Minimum Attainment Standards:

1. By the end of FY'93, the suggested minimum attainment expectations for data processing, word processing, and accounting are that 80% of the graduates should attain 80% of the competencies for the program.
2. Beginning in FY'93, the suggested minimum attainment standard for Critical Workplace Skills and Basic Apprenticeship Readiness shall be that 80% of the enrollees will complete 80% of the competencies.
3. Beginning in FY'93, the suggested minimum attainment for ASE Automotive shall be that 70% of the ASE completers shall successfully complete at least one (1) of the eight (8) major ASE areas.

Improvement Standard: Beginning in FY'94, each instructor will establish test and/or performance improvement expectations for each student and course. Expectations may be stated in the percentage of students who attain 80% of the competencies in given courses or competency groupings for all areas except ASE Automotive that will set a target for the number that complete at least (1) of the eight (8) major ASE areas.

Each instructor will report pupil performance and competency attainment for the total course or competency group by sex, ethnicity, and special population status.

Measure #2: Within the scope of their SEOP's, the percentage of applied technology education (ATE) students who demonstrate proficiency by completing ATE competencies in their program area of study.

Scope: High School Applied Technology Education Students.

Method: Within the scope of their SEOP's, the total number of high school seniors completing their sequence of competencies or programs will be divided by the total number enrolled.

Minimum Attainment Standard: Suggested minimum attainment expectations are that, in FY'93, 70% of the high school ATE seniors should pass the expected sequence of competencies or programs.

F. Successful Placement and Follow-up of Students

Measure #1S: Training-related placement of "applied technology education" (ATE) program completers into one of the following areas: further training or education, jobs, or military. (Ultimately, all students in programs funded by Perkins will be followed as the final outcome measure regardless of what other measures were used.)

Methods:

1. All eligible students will be "followed" no later than March 1st for the previous year's ATE program completers to determine their success of entering one or more of the areas of measurement (job, military, further training). Reports will, among other elements, indicate results based on sex, ethnicity, and special populations.
2. Each student must have an Student Education Occupation Plan (SEOP) which shall include the following: the students' vocational (applied technology) goals, personal data, courses successfully completed and/or competencies achieved.
3. USOE-approved collection and reporting systems will be used.
4. The data collected on each student and cohort will then be aggregated on "per program by school and district" bases.
5. Annual reports will be submitted to the Utah State Office of Education.

Minimal Attainment Standards:

1. Placement records are maintained on each completer. An initial, training-related, placement rate of 45% of ATE completers shall be realized.
2. 100% of the ATE completers will be followed using USOE-approved collection and reporting systems.

Improvement Standard:

1. By the end of the FY'96, the training related placement rate should be 65% of the ATE completers.

Measure #2: Employer and Student Satisfaction.

Attainment Standard: Employer and student satisfaction will increase annually, with a minimum satisfaction rate being 80% for both groups.

State Core Performance Standards and Measures

Note: State Core Performance Standards and Measures (SCPSCM's) will serve as "indicators" to the relative success in the programs improvements. In the ongoing process of improvement and enhanced accountability, the following section represents Fiscal Year 1993's Utah State Core Performance Standards Measure (SCPSM). Those areas of measurement marked with superscript letters such as "F, S" are required by all LEA's receiving Perkins funds under Title II. Please see page 2 of the Introduction for further explanations.

Postsecondary Level

A. Access and Accessibility (based on Section 117 of the Law)

Measure #1^{F}*:* Percentage of 12th Grade students and parents who are provided information on the opportunities available for Applied Technology Education and information relevant to those opportunities...applies to those receiving Title II funds.

Method: The Applied Technology Centers are responsible to coordinate dissemination of relevant documentation including the following: (a) opportunities available in ATE programs; (b) requirements for enrolling in ATE programs; (c) specific program requirements and services that are available; (d) employment opportunities; and (e) placement statistics.

Records documenting this activity will be kept at the local postsecondary institutions and ATC's. In extraordinary demographic conditions in a given region, this standard may be adjusted.

Attainment Standard:

1.^{F} For ATC's...95% of the special populations students and parents/guardians as identified by secondary schools will be provided the information listed in "Method." [§403.193(b)(1)(2)] Note: In the spirit of serving students, where colleges and universities have "ATC" functions, it is recommended (not required) that they follow this standard.
2. For ATC's Colleges, & Universities...75% of AL students and parents/guardians as identified by secondary schools will be provided the information listed in "Method."

3.F Colleges and Universities..."shall provide information...to each individual who requests information concerning, or seek(ing) admission to vocational education programs offered by the institution" [§403.193(c)(1)] and shall "if appropriate, assist in the preparation of applications relating to that admission" [§403.193(c)(2)].

Growth Standard: By June 1994, the percentage for #1 Attainment Standard above should equal 99% and the percentage for #2 Attainment Standard above should equal 85%.

Measure #2F: Enrollment in ATE Programs.

Attainment Standard: the percentage of special populations students enrolling in approved ATE programs is equal or greater than the percentage of special populations students in the college, university, or Applied Technology Center population. This is response to section 117u of the Act and §403.191(c) of the final regulations.

Measure #3F: Percent Change in non-traditional enrollment of students in ATE programs.

Attainment Standard: Non-traditional enrollments should increase annually over the life of the funding period.

Measure #4: Percentage of students completing ATE programs funded by Perkins compared with those not funded by Perkins.

Measure #4: Percentage of students completing ATE programs funded by Perkins compared with those not funded by Perkins.

Attainment Standard:

1. The completion rate of students in ATE programs funded by Perkins funds should equal or exceed the completion rate of comparable programs.
2. The completion rate of students in ATE programs funded by Perkins should increase 5% annually.

B. Achievement of Basic and Advanced Academic Skills

Measure #1F: Assessment of "Basic" Academic Skills.

Scope: Applied Technology Course or Competency "Completers."

Methods:

1. Students entering applied technology programs who lack basic academic skills necessary to successfully complete applied technology programs will have their deficiencies assessed.
2. Appropriate remedial (in the Applied Technology Centers—ATC's) or general basic education (below the 100 level in colleges) will be prescribed for the students to achieve.

Minimum Attainment Standards: Suggested minimum attainment expectations are that 70% of the course completers will attain a "C" or, at the ATC's, an equivalent level of competency.

Measure #2F: Assessment of "Advanced"/Applied Academic Skills (Math and English).

Scope: Applied Technology "Completers."

Methods: Classes listed as "Applied Academics" in ATC's and classes in the colleges that are at the 100 level or greater will be monitored in regards to the expectations in this area of measurement.

Minimum Attainment Standards: Suggested minimum attainment expectations are that 70% of the course completers will attain a "C" or, at the ATC's, an equivalent level of competency.

C. Job or Work Skill Attainment or Enhancement

Measure: The number of program completers who create work readiness portfolios (resumes, writing samples, letters of recommendations, etc.),

AND

The number of program completers who successfully master all competencies in an approved job or work skill attainment/enhancement program (such as Critical Workplace Skills, Work Keys, Workplace Readiness, Basic Apprenticeship Readiness.)

D. Retention (or Dropout) Rates in School or Completion of School

Measure #1: Percentage Improvement in Student Retention in Courses and Programs.

Method:

1. This area of measurement applies to full-time ATE student only.
2. Retention in programs occur if students obtain positive outcomes from the programs. Positive outcomes include situations when student do one of the following:
   a. Complete the program;
   b. Transfer to further education or another school; or
   c. Complete sufficient occupational competencies and obtain employment in occupational areas specifically related to the students' area of study.
   d. Retention rates will be calculated by dividing the sum of (2a + 2b + 2c) by the beginning enrollment.
3. Students leaving the state are removed from the cohort and are not counted in the equation at all.
4. Reporting per program CIP code, observations regarding retention rates shall be gathered under the following headings:
   a. Student left school because of an active dislike of one or more aspects of his/her school experiences;
   b. Student failed to meet program completion requirements;
   c. Student received employment in an area specifically related to program;
   d. Student completes the training program;
   e. Student transfers to another school;
   f. Student is married and leaves program;
   g. Other "known" reasons (The student left or was required to leave school for some other reason);
   h. Unknown reason;
   i. Special Populations status of students, if any.

5.a. For short term program improvement assessment, course retention rates (completers divided by enrollees) will be calculated and reported annually per CIP code area funded under Perkins.

   b. Program completers will be those students who complete all requirements of the instructional program and who receive a diploma...and calculated and reported in the cohorts' graduating years.

6. For each program, reports will annually show GRAND TOTAL completion rates and SUBTOTALS for regular and special population rates (handicapped/disabled, educationally and economically disadvantaged, limited English proficient, incarcerated, and non-traditional).

Minimum Attainment Standard: Until further analysis has been conducted to determine minimum expectations for statewide student retention and program completion rates, the following will be employed. Each eligible recipient of federal Perkins funds will specify (in consultation with USOE) a self-defined target of program completion and retention rates based on assessment of the eligible recipients current baseline rates.

Student completion and retention rates will improve annually. A suggested minimum threshold, if no empirical method is available locally to determine rates, will be 90% for course completion and 80% for program completion.

E. Gains in and Attainment of Specific Occupational Competencies

Measure: Attainment for Applied Technology Course and Competency Completers.

Scope: All Applied Technology Course and Competency Completers

Minimum Attainment Standards: Suggested minimum attainment expectations are (a) those set by industry or (b) that 70% of the course completers will attain a "C" or, at the ATC's, an equivalent level of competency.

F. Successful Placement and Follow-up of Students

Measure #1S: Training-related placement of ATE completers into one of the following areas: further training or education, jobs, or military. (Ultimately, all students in programs funded by Perkins will be followed as the final outcome measure regardless what other measures were used.)

Methods:

1. All eligible students will be "followed" no later than March 30th for the previous year's ATE program completers to determined their success of entering one or more of the areas of measurement (job, military, further training). Reports will, amount other elements, indicate results based on sex, ethnicity, and special populations.
2. A permanent record is kept for each student. Such records shall contain the students' vocational (applied technology) goals, personal data, courses taken and/or competencies achieved, records of achievements, credits or certificates, etc.
3. USOE-approved collection and reporting systems will be used.
4. The data collected on each student and cohort will then be aggregated on "per program and per institution" bases.
5. Reports will be submitted to the Utah State Office of Education.

Minimal Attainment Standards:

1. Placement records are maintained on each completer. An initial, training-related, minimum placement rate of 45% or greater for ATE completers should be realized.
2. Efforts will be made to follow-up on 100% of the completers using USOE-approved data collection and reporting systems.

Improvement Standards: By the end of the FY'96, the minimum expected, training-related placement rate should be 65% of the ATE completers.

Measure #2: Employer and Student Satisfaction.

Attainment Standard: Using a consistent, empirical process, surveyed employers and student satisfaction rates will increase annually, with a minimum satisfaction rate being 80% for both groups.

Special Populations

The Colleges, Universities, and Applied Technology Center are able to, in some cases, more easily than secondary identify and disaggregate the results of working with special populations. Applied Technology Centers are more focused on the needs of special populations than the colleges and universities.

Local Modifications

The state is in the process of assessing the local needs for local modifications. The process for local modifications is to negotiate with the State Office of Education on a case-by-case basis. Most issues regarding any local modifications arose in the process of setting statewide standards. Virtually all the delivery areas had input into the creation of standards; hence, Utah expects few appeals for local modifications in spite of the fact that the populations of the state are very different.

Implementation

The State Practitioners Committee and particularly subcommittees have been very valuable in creating and recommending changes to the measures and standards. The state is taking the "facilitative" posture and holding locals accountable for the measurements, standard attainment, and reporting. The LEAs will be reviewed through the Vocational Education Management Information Systems (VEMIS) and through on-site visits.

Coordination

At the state-level, Utah is coordinating with JOBS, JTPA, Adult Education, etc. to reduce redundancies and to increase coordinated plans. Also, effective July 1, 1993, the entire JTPA 8% funds will be completely under the direction of the Utah State Board of Education, administered by the same person who administers the Perkins measures and standards. This will only further enhance the opportunity for specific coordination and oversight in these two programs. The hope is that increased coordination will have the result of serving regular and special populations at an enhanced level of proficiency and effectiveness.

The state has written into both JTPA and Carl Perkins planning requirements that each planning group must coordinate and share their plans with the other. More coordination between JOBS and these two programs could occur, particularly in the heavy urban areas.

VERMONT

Secondary Measures and Standards

Contact: Charles Sander (802) 828-3101

Level of Achievement in Occupational Skills

Standard 1: Eighty percent (80%) of students who have been full-time and are exiting the program have reached at least entry-level mastery on 90% of that program's core competencies.

Measurement: Level of achievement for students is computed by scoring students' progress on state-approved competencies at time of exit from the program. Eighty percent of those students who have been full-time students (i.e. who have been enrolled for three periods a semester for four semesters or for six periods a semester for two semesters) have scored at or above 270.

Description: As a student progresses through a program, she/he and the instructor determine on a periodic basis the level of skill she/he has achieved on the tasks identified on the state-approved competency and task list. The instructor determines this through appropriate means of assessment. The student validates this determination developing a portfolio which evidences the level of skill he/she has attained.

A system of assigning a score to level of achievement is built into each state-approved competency and task list. The skill level is assigned a value of 0 to 4, with 0 = no exposure and 4 = full competency. Additionally, each competency is also assigned a value based on its relative importance and the time involved in its acquisition; 100 points are distributed among the competencies.

Level of achievement is computed at the time a student exits the program. At that time, the instructor reviews the student's skill level on tasks under a specific competency and determines a skill level for the competency as a whole. The skill level is then multiplied by the value of the competency to provide a score representing the level of achievement for that competency. This score is added to the scores of the other competencies to arrive at the student's level of achievement score.

This standard is set on the basis of individual student achievement. For a program to meet this standard, at least 80% of the individual students in the program who have been fully enrolled in the program have reached a level of 270 or more on the competency and task lists. Part-time students and open-entry, open-exit students are not included. The score of 270 represents reaching a 3 level of skill (entry-level competency) multiplied by 90, i.e. 90% of the core competencies.

Learning Gains in Basic and Higher Order Academic Skills

Standard 2: Students in a technical education program will show gains in basic and higher order academic skills for every year they are enrolled in the program.

Measurement: During the 1992-93 school year, the average score of students exiting a technical education program will be higher than their average score when they entered the program on the Test of Adult Basic Education (TABE). The state average of gain per year of enrollment will be computed at the end of this school year. For the 1993-94 school year, the standard for learning gain for each year of enrollment will be this state average.

Description: Learning gains in basic and higher order academic skills will be measured through the use of the Test of Adult Basic Education (TABE). Students will take a pre-test when they begin enrollment in a technical program and will take a post-test when they exit the technical program. The results of these tests translate to scale scores. Learning gain for each year of enrollment is computed for each student by subtracting the pre-test score from the post-test score and then dividing this by the number of years of enrollment in the program. The average gain for a program is computed by averaging all individual gains.

For this standard, all students enrolled in a program are pre-tested. All students are then post-tested when they exit the program regardless of whether they are program completers. A year of enrollment is an academic year regardless of the number of periods during which students participate in the program. The assumption here is that, if students need to acquire additional skills, those skills will be developed in the occupational program and in the rest of the student's program.

For FY 92, the standard is that gain be shown. At the end of FY 92, a state-wide average of yearly gain will be computed and the standard for the subsequent two years will be this average. The average will be recomputed every two years. By helping all programs to meet the average, the standard should rise slowly each time it is computed.

The academic skills areas being tested through the use of the TABE are:

Reading Skills—vocabulary, comprehension;
Language Skills—language mechanics, language expression, spelling;
Mathematics Skills—mathematics computation, mathematics concepts and applications.

Level of Achievement of Workplace Readiness Skills

Standard 3: All students completing a technical education program will have skills necessary for obtaining employment and will display the workplace traits necessary for retaining a job.

Measurement: Students completing a technical education program will be judged to have reached an entry-level competency (level 3) in workplace readiness skills.

Description: Students who are enrolled in technical education programs are instructed in and assessed on the skills necessary for employment acquisition and retention. There are 10 employability skills identified for acquiring employment and 11 workplace traits necessary for performing successfully in the workplace. Some of these skills can be taught in a classroom. Each skill must be completed and demonstrated without error or to the instructor's satisfaction. Other skills are workplace behaviors such as attendance, punctuality, etc., and as such, are demonstrated in a simulated or actual workplace. The level at which students demonstrate these traits are identified by the instructor, co-op coordinator or workplace supervisor using a scale of 1 (very weak) to 4 (consistently demonstrates this trait). To successfully acquire such a workplace readiness skill, a student would have to average a level 3 over the course of 6 months on the job or at least one semester. A subsequent drop in any skill area would require that the student be recertified in that particular skill to the satisfaction of the employer or lead instructor. Maintaining a level 3, entry-level competency, represents exhibiting these work-place traits to the extent that employers would judge performance as acceptable.

Placement

Standard 4: Students will receive appropriate counseling in program choice and assistance in post-school transition so that their post-school career steps build on their accomplishments in technical education programs.

Measure 4: At least 60% of a technical program's completers will be reported to have pursued either related employment or related postsecondary education in the one-year and three-year follow-up studies conducted of these completers.

Description: The accountability system for Vermont's technical education system is designed so that students' entering and pursuing education in a technical program are the results of careful career planning. Prior to a student's enrollment in a technical program, the student's interests, aptitudes, and skills are reviewed and assistance is provided in the selection of a program appropriate for that student's career goals. Technical programs collect and report placement information on those students who are program completers.

Incentives and adjustments for Enrolling Special Populations

Definition: Special Populations are students who have disabilities, who are educationally disadvantaged, who have limited English proficiency (LEP), or who are enrolled in a technical education program non-traditional to their gender.

A student is identified as having a disability if that student is on an IEP.

A student is identified as educationally disadvantaged if:

* the student has a score below 730 (the 33 percentile) on the total battery of TABE or
* the student has a total score below the 25 percentile in Reading, Mathematics, or Language on the TABE (i.e. below 730 in Reading, below 738 in Mathematics, or below 682 in Language) and that skill is of central importance to the program in which s/he is enrolled;
* the student's secondary grades are below a passing of C (2.0); or
* the student fails to attain minimal academic competencies in relation to technical programs as determined by valid objective assessment procedures.

A student is identified as limited English proficient (LEP) if the student has limited English skills due to his/her country of origin or culture.

A student is nontraditional if s/he is enrolled in a program which, on a state-wide basis, has an enrollment of students of his/her gender which is 25% or less of total enrollments.

Incentives are given and adjustments are made in the manner in which standards are applied to programs when members of special populations are enrolled in technical education programs.

Incentives and Adjustments:

1. Students have disabilities which affect their ability to acquire competencies may be removed from the pool of students which serve as the basis of program evaluation. The standard applying to these students will be that they successfully carry out the vocational component of their IEP.
2. In computing level of achievement in occupational skills, fifty points will be added to the score of handicapped, disadvantaged and LEP students in the pool. Twenty points will be added to the score of nontraditional students. After two years, these adjustments will be set to reflect state-wide averages and will be reset every two years after that.
3. In computing placement percentages for technical program completers, programs can add 1% to the computation for every disadvantaged student and 1.5 for every handicapped student in the pool of respondents to follow-up studies.

Postsecondary Measures and Standards

Contact: Charles Sander (802) 828-3101

Learning Gains in Basic and Higher Order Academic Skills

Standard 1: Students enrolling in postsecondary technical programs** without the necessary basic and higher order academic skills will acquire those skills within the first 24 credit hours of their enrollment so that they can successfully participate in those programs.

Measurement: Seventy percent of those students who have been identified as deficient in the language and mathematics skills necessary to participate in a technical program will successfully complete a course of remediation so as to be eligible to take 100 level courses by the end of 24 credit hours of enrollment.

Description: When students are admitted to postsecondary institutions with the intention of pursuing a technical education program, the institution, using valid indicators, determines whether they have the language and mathematics skills necessary to participate in the program of their choice. Those students who do not have a sufficiently high level of skills are provided remediation through tutoring, counseling and/or instruction during their first 24 credit hours of enrollment. When students have successfully completed making the learning gains necessary to participate in the program, they are eligible to enroll in 100 level courses (those courses fulfilling requirements for a degree/certificate in a technical education field).

The types of services provided to students requiring such learning gains should include:

* special remedial courses which use appropriate approaches to teach the language and math skills required by technical programs;
* courses/counseling on improving study skills;
* one-on-one tutoring;
* assistance with making the adjustment to postsecondary education.

Such support services should result in at least 70% of those students identified as needing remedial help reaching a level within their first 24 credit hours of enrollment where they are eligible to take language and math courses which meet graduation/certification requirements.

**At Community College of Vermont (CCV) this refers to students who are members of special populations studying at Perkins targeted sites (Perkins eligible students).

Level of Achievement in Occupational and Academic Skills

Standard 2: Students completing postsecondary technical education programs will determine that the instruction which they have received has provided them the occupational and academic skills necessary to work in the occupational area for which they have prepared.

Measure: Seventy-five percent (75%) of students who complete a degree/certificate program in postsecondary technical education will rate the instruction which they have received in academic and occupational skills as at least satisfactory for providing them the skills which they feel they need to obtain the type of employment they sought when they entered the program.

Description: Students enroll in a postsecondary technical program to acquire the skills necessary to pursue specific occupations. As the customers, they are in the best position to determine whether the instruction which they received was effective in assisting them to reach the level of achievement in occupational and academic skills necessary to obtain such employment.

When students complete a postsecondary degree/certificate program, they will be asked to judge their level of satisfaction with the instruction which they received. They will be asked to specify their level of satisfaction on a scale of 1 to 4: 1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied, 4 = very satisfied.

To be judged effective in assisting students to reach an adequate level of achievement in academic and occupational skills, at least 75% of the students who complete the program must rate the program at a 3 or above.

Retention/Graduation

Standard 3: Technical programs will provide the guidance, instruction, and support necessary for students to pursue the complete and program with the academic, occupational, and workplace skills necessary to graduate.

Measure: Sixty percent (60%) of students who enroll in a program will graduate from that program.

Description: When students seek admission to a technical program, guidance is provided to help students make a program choice which reflects their interest and ability. Appropriate remediation and support services are available. Through successful participation in the program, students acquire the academic, occupational, and workplace skills required for graduation.

The cohort group will be a specific first-year class. For full-time students, the standard will be reached after three years of enrollment of that class. For part-time students, the standard will be reached within five years of enrollment.

Placement

Standard 4: Students graduating from technical programs will have the skills required to work in their field or pursue further training in their field.

Measure: Eighty percent (80%) of students graduating from the technical program will be placed in related work or further education within one year after their date of graduation.

Description: Most students who pursue postsecondary technical education programs do so because they have specifically chosen that field of study as a career. Technical programs are developed so that graduates have the skills to move into this career area. Postsecondary institutions should provide the placement services to help their graduates secure employment in the area of their study.

Special Populations

Standard 5: Adjustments/Incentives.

Adjustment: When 10% or more of a technical program's enrollment is part-time students, an adjustment will be made to Standard #3, Retention/Graduation. For every 10% of total enrollment which are part-time students, 1% will be added to the graduation figure. If a program's graduation percentage is 55% and 45% of its total enrollment are part-time students, then 4.5% would be added to its 55% graduation rate giving it an adjusted graduation rate of 59.5%.

This adjustment is made because part-time students are more likely to withdraw from a program either because they have already reached certain career goals or their education is interrupted by other life responsibilities.

Local Modifications for Both Secondary and Postsecondary:

Local institutions may apply for such modifications for the following reasons:

1) A local recipient may request modification to the standards when a situation exists in the region which clearly and demonstrably affects one or more of the outcomes covered by the standards.
2) A local recipient may request modification to the measures when:
   - a specific measure is in conflict with a local approach to assessment and would disrupt a coherent and effective system of student assessment, or
   - the local recipient has received permission from the Vermont Department of Education to pilot a new measure.

A modification to the measures will only be approved which the new measure has levels of reliability and validity at least equal to the statewide measure and provides data which allows the intent of the standard to be applied.

Local recipients wishing for a modification to standards or measures will request the modification and document how it meets the above criteria in their local plan or amendments to the plan. Such requests will be reviewed by the Vermont Department of Education and approval will be given or withheld by the Director of Technical Education.

VIRGINIA

Secondary Measures and Standards

Contact: Jim Gray (804) 225-2877

Academic Achievement

Measure 1: Gains in basic and advanced academic skills: mathematics, reading, and communication
Standard 1: Students who are vocational education completers* will demonstrate gains on criterion-referenced academic measures in mathematics, reading, and communications.
Procedures:

A. In transition to the new system, the ITBS (Iowa Test of Basic Skills) 11th grade scores of students who are vocational education completers will be used as baseline data for the years 1992 and 1993, as recommended by the Virginia State Assessment Program Team. The ITBS scores of 1992 completers will be compared with the ITBS scores of 1993 completers. This will provide and interim assessment of change related to the increased focus on academic skills in vocational education programs.
B. If necessary, a reliable criterion-referenced assessment instrument will be selected by 1994 as an alternative until VSAP procedures are fully implemented. The selection of the instrument will be conducted in collaboration with VSAP and vocational education staff.

*A vocational education completer is a student who plans and completes the minimum requirements for an approved vocational education program.

Commentary:

Advantages of Measures and Standard:

- Standardized measures in vocational education show proportional trends with general education comparative data.
- Assists in strengthening basic skills.
- Provides an incentive for development/implementation of applied academics.
- Encourages problem-solving environments.
- Provides economic two-year reference system as ITBS is already in place.

Disadvantages of Measure and Standard

- Occupational relevance of current basic skills tests not well established.
- Baseline data for comparison not fully established.
- Standardized norm-referenced data fails to measure individual student and classroom learning situations.
- Not based on curriculum norms.
- Data is usually dated.

Occupational Competence

Measure 2: Occupational-technical and employability knowledge and skills
Standard 2: Vocational education completers* will demonstrate occupational-technical and employability competencies equal to those required for entry-level and career-sustaining employment in those occupations, admission to approved apprenticeship programs, or admission to appropriate postsecondary education.
Procedures: Verification of occupational-technical and employability competence of vocational completers will be through instructor certification based on approved competency lists or, if appropriate, through occupational licensure exam scores.

*A vocational education completer is a student who plans and completes the minimum requirements for an approved vocational education program.

Commentary:

Advantages of Measures and Standard:

- Instructor certification of competence easily obtainable through competency records.
- Occupational competencies verified and available for many occupations.
- Licensure exam scores available

Disadvantages of Measure and Standard:

- Approved competency lists for some programs and course sequences require further development.
- Consensus needed to distinguish (1) entry-level and advanced occupational competencies, (2) employability competencies, and (3) related competencies.

Enrollment and Success—Special Populations

Measure 3: Appropriate incentives and adjustments will be made to ensure equitable access to and success in vocational programs by identified targeted groups and special populations.
Standard 3.1: Representation of identified targeted groups and special populations in vocational programs is proportional to their membership in the relevant general school population.
Standard 3.2: The same standards as provided for in the measures for Academic Achievement and Occupational Competence shall be applied to Targeted Groups/Special Populations.
Procedures: Documentation and/or assurances of incentives and adjustments will be requirement of the local plan approval process. Enrollment by targeted groups and special populations (TG&SP) in vocational education will be compared with their representation in the general relevant school population. Members of Targeted Groups/Special Populations will be included in the procedures used for the general vocational education student population in the measurement of academic gains and vocational competence.
Commentary:
Disadvantages of Measure and Standard

- Final regulations indicating legislative extent of measure not available.
- Research needed to determine appropriate educational, occupational, and apprenticeship entry-level competencies for students with special needs.

Successful Transition

Measure 4: Successful transition from school to occupation, further education, military or other service, or apprenticeship.
Standard 4: The rate of successful transition of vocational education completers shall equal or exceed seventy percent. Successful transition is defined as:
A. Full-time employment/homemaking.
B. Full-time postsecondary/continuing education.
C. Participating in an approved apprenticeship program.
D. Military or other service, such as the Peace Corps, Vista or community service.
E. Full-time equivalency of part-time combinations of these activities.

WASHINGTON

Secondary Measures and Standards

Contact: Marlene Coplen (206) 753-5680

Learning and Competency Gains

Standard 1: Students will demonstrate basic skill competencies at levels to be determined locally through collaborative efforts with local advisory committees.
Measures:

1. Ability to read, write, and complete basic computations, and the ability to understand and communicate in writing and orally.
2. Ability to work well with others, which includes human relation skills and multi-cultural sensitivities.
3. Ability to perform critical thinking, which includes problem solving, decision making, and ability to organize and prioritize.

Standard 2: Students will demonstrate work maturity skill competencies at levels to be determined locally through collaborative efforts with local advisory committees.
Measures:

1. Possession of appropriate work ethic, appearance, and attitude toward work performance.
2. Ability to lead and to follow appropriately.
3. Ability to adapt skills and attitudes to change and life-long learning.
4. Ability to manage personal and family life.
5. Ability to identify and set education and employment goals.
6. Possession of job search skills and knowledge of how to access job identification.

Standard 3: Students will demonstrate entry-level occupational skill competencies, at levels to be determined locally through collaborative efforts with local advisory committees.
Measures:

1. Knowledge of all aspects of the industry being prepared for entry, transitions to work and within the field, safety precautions, and expectations of world of work.
2. Comprehension of technology.
3. Skill mastery of specific occupational training.

Program Outcomes

Standard 4: Students will demonstrate skills that allow them to progress to the next level of education, training, or employment.
Measures:

1. Achievement of education objectives.
2. Satisfaction of student, instructor, and employers on all four standards in this document.
3. Employment and/or enrollment in next level of education.

Local Modifications

The entire system is a decentralized system.

Implementation

Scan Tron evaluation sheet that the locals fill out. Locals pick two areas to focus on for program improvement purposes. Core Standard & Measures Profile (CSMP) includes basic skill competencies, work maturity skills, occupational competencies, and skills necessary to achieve the next level of education, training, or employment. Pilot districts was Spring '92. Discussion at Quality Connection Conference Sea-Tac, May 1992. Directed discussion and training for implementation of standards and measures in summer 1992. Roundtable discussions, Fall Voc. Director's conference in fall 1992. Pilot districts report at Secretary Director's Conference, Feb. 1993. Assessing Standards, Spring Voc Director's Meeting, March 1993.

Postsecondary Measures and Standards

Contact: John Knold (206) 753-1301

Learning Measures and Competency Gains

Measure 1: Class completion rates for students during their second academic period (e.g., quarter or semester) of enrollment.
Core Standard 1: Students will attain an 80 percent class completion rate for classes that comprise state approved programs designating student competency with certificates, degrees, lists of competencies, etc. For classes where grades are used as a measure of competency, the standard is 80% class completion with a "C" grade or better.
Process: Each postsecondary community and technical college district shall annually evaluate the effectiveness of its state approved vocational-technical programs by measuring class completion rates and grades in all classes taken by preparatory students ("F" code). This measure will compare the official enrollment count (10th or fifth day enrollment) to the final class roster. (Note: "code 21" designates preparatory as opposed to supplemental courses while "F" code is used to designate students who have declared a vocational major.)
Reporting: (no institution to be identified by name) When reporting the results of Standard and Measure I, SBCTC will report the following to WTECB:

1. Number of institutions reporting.
2. Number of institutions meeting or exceeding Standard and Measure I.
3. Summary indication of the degree to which institutions fell below Standard and Measure I.

Measure 2: Proficiency levels for program completers (often referred to as "student outcomes").
Core Standard 2: By the completion of academic year 1994-95, one hundred percent of state approved postsecondary vocational-technical programs will have descriptions for program completer proficiencies. This list of proficiencies is to include skill levels that program completers are to attain in — (1) communication; (2) computation; (3) human relations; and (4) occupationally-specific skills.
Process: Each postsecondary district shall annually assess whether each of its state approved vocational-technical programs has a statement of program completer proficiencies of skill areas referenced in core standard II. Proficiencies are to be developed in consultation with local program advisory committees and approved by the college in coordination with the State Board for Community and Technical Colleges.
Reporting: (no institution to be identified by name) At the conclusion of each program year beginning with 1992-93, SBCTC will report the following to WTECB:

1. The number of institutions reporting.
2. The number of state approved vocational-technical programs for each institution.
3. The number of state approved vocational-technical programs at each institution for which the district has a statement of program completer proficiency levels.

Program Outcomes and Characteristics

Measure 3: Placement rates for program completers.
Standard 3: Students will attain an 80 percent placement rate.
Process: Each postsecondary district shall annually evaluate the effectiveness of its state approved vocational-technical programs by measuring placement rates. This measure shall use data collected by the existing MIS.
Note: "Program Completers" are defined as degree, certificate, or diploma completers. Also included among program completers are those who exit with marketable skills. Placement includes:

a. Percent employed.
b. Percent employed in jobs related to training.
c. Percent in further education or training.
d. Percent in the military or other service such as the Peace Corps.

Reporting: (no institution to be identified by name) When reporting the findings of Standard and Measure II, SBCTC will report the following to WTECB:

1. Number of institutions reporting.
2. Number of institutions meeting or exceeding Standard and Measure II (including the range and mean average for all institutions reporting statewide).
3. Percent of placement for each item a. through d. above, aggregated on a systemwide basis.

Note: Placement findings for 1992-93 are not expected until October of 1994, when the SBCTC conducts its follow-up study using employer Unemployment Insurance (Employment Security Department) reports and other matches. Placement findings for 1991-92 will be reported in October, 1993.

Measure 4a: The percentage of students who are special population students enrolled in each state approved vocational-technical program compared to the percentage of college level students who are special population students in the institution's non-vocational population at large (ratio to be 1.0 or greater, refer to example below).
Core Standard 4a (Community College Version): Equal access to vocational-technical programs at a 1.0 basis as defined below.
Process: Each community college shall annually evaluate the equal access effectiveness for each of its state approved vocational-technical programs by comparing the percentage of students who are special population students enrolled in each state approved vocational-technical program to the percentage of college level students who are members of special populations in its non-vocational programs.
Example: If the percentage of special population students enrolled in a state approved vocational-technical program = 40 percent, and the percentage (on a non duplicated basis) of special population students in academic college classes = 38 percent, the ratio is:

$$\frac{40}{38} = 1.05$$

Note: Special populations include the following:

a. individuals with handicaps.
b. educationally disadvantaged.
c. economically disadvantaged.
d. individuals of limited English proficiency.

Reporting: (Refer to the attached matrix for clarification on reporting requirements.) SBCTC will report the following to WTECB:

1. Total number of state approved vocational-technical.
2. Number of state approved vocational-technical programs meeting or exceeding Standard and Measure IV (for each institution).

Items 3, 4 and 5 below are for data analysis only and are not used in the measurement of standard IV.

3. Breakout of the enrollment percentage for each special population—a. through d. above, for academic college-level students at the institution.
4. Information on the community college's total state approved vocational-technical program enrollment percentages for each special population in relation to individual special populations in academic programs.
5. Number of state approved vocational-technical programs at each institution which meet or exceed a sex equity program enrollment level of more than 25.1 percent of each gender.

Measure 4b: The percentage of special population students enrolled in each vocational-technical program compared to the percentage of special population adults residing in the population of the technical college's county of location.
Core Standard 4b: (Technical College Version): [Note: A separate version is established for technical colleges because no nonvocational basis of comparison exists for the technical college student population.] Equal access to vocational-technical programs based on enrollments equal to or greater than special population percentages represented in the county adult population.
Process: Each technical college shall annually evaluate the equal access effectiveness of its state approved vocational-technical programs by comparing the percentage of students who are special population students enrolled in each vocational-technical program to the percentage of special populations in the county in which the technical college is located. Additionally, for information purposes, the technical college's total enrollment shall be compared to levels of special population categories within the county.

Reporting: (Refer to the attached matrix for clarification on reporting requirements.) SBCTC will report the following to WTECB:

1. Total number of state approved vocational-technical programs for each institution.
2. Number of state approved programs meeting or exceeding standard and measure IV (for each institution).

Items 3, 4 and 5 below are for data analysis only and are not used in the measurement of standard IV.

3. Breakout of the adult population percentage for each of the four special populations in the county where the technical college is located, and their combined nonduplicated percentage (these data are projected to be available from the U.S. Census Bureau by fall 1992).
4. Information on the technical college's total state approved vocational program enrollment percentages for each special population in relation to the individual special populations in the county.
5. The number of state approved vocational-technical programs at the technical college which meet or exceed a sex equity program enrollment level of more than 25.1 percent of each gender.

Special Populations

Access measure that compares special population enrollment to county.

Local Modifications

The entire system is a decentralized system.

WEST VIRGINIA

Secondary Measures and Standards

Contact: Jim Carter (304) 348-2122

Academic Achievement

Measure 1: All students who enter an occupational program will be pre-tested to determine their level of basic academic skills. All students who complete an occupational concentration will be post-tested to determine their gain in basic academic skills. The state adopted Comprehensive Tests of Basic Skills (CTBS) will be used for both pre- and post-tests.

Standard 1: The average post-test score for all completers in a specific occupational program will improve in the areas of reading/language arts and mathematics by 10 percent of the difference between their average pre-test score and the 100th percentile.

Reporting: The LEA will report average programmatic pre- and post-test results for occupational program completers to the state each May beginning in 1993. This information will be compiled by average pre- and post-test scores for regular and special needs students in reference to reading/language arts and mathematics achievement levels.

Notes:

(1) The latest CTBS test scores (9th or 11th grade) shall be utilized as the pre-test database and shall be compiled when available for all incoming occupational students beginning in 1992.
(2) Incoming students, lacking CTBS scores, must be tested upon entry into a technical program utilizing the CTBS basic skills battery.
(3) LEAs need to review the pre-test results for all occupational students to identify deficiencies requiring remediation and/or special attention.
(4) Basic skills will include reading/language arts and mathematics achievement.
(5) The post-test will be administered to all anticipated occupational program completers in early April of each year, beginning in 1993.
(6) The post-test will be the basic skills battery of the CTBS, normed for the appropriate grade level. This test addresses only reading/language arts and mathematics and takes approximately 2 1/2 hours to administer. The state will supply the tests and scoring services.
(7) Pre- and post-test average scores will be reported by program, for reading/language arts and mathematics for all regular and special population completers.
(8) Individual student scores will be maintained for programmatic use.
(9) The pre- and post-basic skills test for adult preparatory programs can be either the TABE or ABLE.
(10) Achievement data for special education students without CTBS pre-test scores or who are unable to take the CTBS should be available from the county special education office.

*For testing purposes, an occupational program completer shall be a student who: (1) In programs designed to be more than 540 hours in length, has during grades 9-12, successfully completed a minimum of four units of credit in a vocational concentration area; or (2) In programs designed to be 540 hours or less in length, has during grades 11-12, successfully completed a minimum of three units of credit in a vocational concentration area.

Programmatic Content

Measure 2: All students who participate in a state-approved vocational program will be post-tested to determine what core competencies they have attained.

Standard 2: The average program participant must score a minimum of 80 percent on a state-adopted core content test. If a test is not available for a specific content area, then the LEA will document that the average program participant achieved 80 percent of the core instructional objectives.

Reporting: The LEA will report average programmatic test results to the state each May beginning in 1993. This information must be compiled both as a total program composite score and by average test results for regular and special population students.

Notes: LEAs are required to report only the average test results for state-approved courses/programs 180 hours or more in length.

Special Populations

Measure 3: Compare the percentage of special population students enrolled in vocational programs with the percentage of special population students in the general school population of the LEA(s) being served.

Standard 3: The percentage of special population students being served in individual vocational programs is greater than the percentage of special population students in the general school population of the LEA(s) being served.

Reporting: The percentages are to be reported (by program) to the state beginning in May 1993.

Placement

Measure 4: Occupational program completers must be compared within 2 years after leaving the program to determine their employment or educational status in reference to the following:

- Percent in the military
- Percent employed in the occupational area or related field for which trained
- Percent employed in some other occupational area
- Percent continuing their education
- Percent employed

Standard 4: At least 85 percent of the students who complete an occupational program will be employed, in the military, or continuing their education. Of those employed, at least 65 percent will be employed in the field or related area for which they were trained.

Reporting: Placement information will be provided to the state in May of each year, beginning in 1993. The 1993 data will be based on 1991 program completers.

Completed survey forms will be maintained in the LEA for 5 years, or until audited.

Employer Satisfaction

Measure 5: All employers who employ occupational program completers will have the opportunity to evaluate their job performance within 1 year of employment using a state-adopted employer survey instrument.

Standard 5: Eighty percent of employers will respond to the survey. The average employee rating will be 3 or more on a 4-point Likert scale for each occupational program.

Reporting: Average ratings will be reported to the state beginning in May 1993. Completed survey forms will be maintained in the LEA for 5 years, or until audited.

Student Satisfaction

Measure 6: All students, prior to completing a vocational program or course, will have the opportunity to evaluate the quality and effectiveness of the instructional offering using a state adopted student survey instrument.

Standard 6: The average student rating will be 3 or more on a 4-point Likert scale for each program.

Reporting: Average program ratings will be reported to the state beginning in May 1993.

Special Populations

Enrollment is measured in Measure 3. There is a weight factor for enrolling special populations. It will be difficult this year to disaggregate the performance of special populations for each measure and standard, but next year it can be done.

Local Modifications

There is a process for local modifications.

Implementation

State-level administrators will meet with the local administrators quarterly. For the last few meetings, the topic has been performance measures and standards. Reporting forms have been developed.

Coordination

JTPA reviewed documentation.

Postsecondary Measures and Standards

Contact: Jim Skidmore (304) 558-0265

Basic and Advanced Academic Skills Gain

Data Collected:

- Number and percentage of first time career-technical students placed into developmental courses.
- Percentage of career-technical students placed into the developmental course(s) and successfully completing the course(s) which will reflect a gain in basic academic skills.
- Percentage of career-technical students successfully completing the developmental course(s) and then successfully completing the next college level course(s) which will reflect a gain in more advanced academic skills.
- Percentage of career-technical students who have attained basic and advanced academic skills.
- Students not placed into developmental courses but who are a part of the institutional-wide outcomes assessment program.

Data Analysis:

- The career-technical students testing into the developmental course(s) and successfully completing the developmental course(s) show a gain in basic academic skills.
- The number of career-technical students successfully completing the developmental course(s) and then successfully completing the college level English, mathematics, general education courses can be used to determine the percentage of career-technical students testing into the developmental course(s) showing gains in advanced academic skills.
- The institutional general education outcomes assessment program will indicate basic and advanced academic skill attainment for those career-technical students not placed in developmental courses.

Standards Academic Gains:

- 75 percent of the career-technical students completing the developmental course(s) will do so successfully, based on the local institutional definition of successful completion.
- 80 percent of the career-technical students successfully completing the developmental English course(s) will successfully complete the first college-level English course.
- 75 percent of the career-technical students successfully completing the developmental mathematics course(s) will successfully complete the first college-level mathematics course, or a course requiring college-level mathematical concepts.
- 85 percent of the career-technical students who successfully completed the first college-level English course will successfully complete the second required English course.
- 80 percent of the career-technical students who successfully completed the first college-level mathematics course will successfully complete the second college-level required mathematics course.

Base Year: Fall 1992 and each fall semester thereafter

Cohort Group: First time students majoring in an approved vocational-technical program and testing into a developmental course—English (writing, reading) mathematics

Duration of Measurement: Each cohort group will be followed for at least 3 years.

Measurement Intervals:

Student files will be accessed at the following intervals:

Spring of 93: Those students who have completed 3 to 24 credit hours
Spring of 94: Those students who have completed 3 to 36 credit hours
Spring of 95: Those students who have completed 3 to 48 credit hours
Spring of 96: Those students who have completed 3 credit hours through the end of the program

3- to 12-Credit Hour Interval Data Collected: The number of career-technical students completing the developmental course(s) and the percentage successfully completing the course(s) in developmental writing, developmental reading, developmental mathematics

12- to 48-Credit Hour Interval: The same information as above; the number and percentage of career-technical students successfully completing the developmental course(s) and entering and successfully completing the first college-level English course; the first college-level mathematics course; or the first college-level science course that requires application of college level mathematical concepts.

End of Program: The same information as above. The percentage of our cohort groups that successfully completed the general education core curriculum for that particular program.

Competency Attainment

Data Collected:

- All required content courses in an approved career-technical program will be identified and compiled, excluding English, mathematics and science.
- For each content course in a career-technical program, three to five major competencies that must be mastered in order to successfully complete the course will be compiled.
- Students majoring in a career-technical program and enrolled in the content course will be identified.
- The percentage of students with a career-technical major who successfully completed the course will be determined. (Successful completion will be defined within each program.)
- The total number of career-technical students successfully completing the program content courses, divided by the total number of career-technical students completing the courses, will give the percentage of career-technical students per program that attained the competencies.

Standards for Competency Attainment:

- 80 percent of the students majoring in a career-technical program and enrolled in a content course will successfully complete the course.

Course Retention

Data Collected:

- A listing of all approved career-technical program content courses
- The number of career-technical majors enrolled in content courses on the census date for that particular semester
- The number of career-technical majors enrolled in content courses that complete the courses
- The percentage of career-technical majors completing content courses

Standards for Course Retention:

- 50 percent of the students majoring in a career-technical program and enrolled in a 100-level content course on the census date for that particular semester will complete the course.
- 70 percent of the students majoring in a career-technical program and enrolled in a 200-level or higher content course on the census date for that particular semester will complete the course.

Special Populations

Data Collected:

- The percent of approved career-technical program enrollment made up of special populations as compared to the institutional average.
- The percent increase or decrease of special populations enrolled in approved career-technical programs compared to the preceding academic year.
- The percent of special populations enrolled in approved career-technical programs receiving special services:
    - equipment adaptation
    - curriculum adaptation
    - tutorial services
    - counseling services
    - other special services
- The retention rate of special populations enrolled in approved career-technical programs.

Standards for Special Populations:

- Career-technical program enrollment will contain at least the same percentage of special population enrollment as the institution as a whole.
- The percent of special populations receiving special services will increase 5 percent each year for the next four years.
- The special population enrollment in approved career-technical programs will increase 5 percent each year for the next four years.

Special Populations

Postsecondary cannot dissaggregate the performance of each special population for each measure and standard. There will be no incentives or adjustments for special populations.

Local Modifications

Locals have not requested local modifications.

Implementation

Annual evaluation forms have been developed as well as the program specifics and course competencies. The state has offered on-site visits, and has held an information meeting to review standards at the Community College Advisory Council.

Coordination

There has been no coordination with JTPA.

WISCONSIN

Secondary Measures and Standards

Contact: David Doerfert (608) 266-2207

Measure 1: A vocational education participant will demonstrate basic and advanced academic skills as evidenced by their successful completion of 4 credits of English, 2 credits of math, 3 credits of social studies and 2 credits of science of their equivalents consistent with Wisconsin State Statute S.118.33.
Standard 1: A district receiving CPA vocational education funding will meet the measure by complying to Wisconsin State Statute S.118.33 in regards to its vocational education participant graduates.
The first measure addresses CPA Section 115B(1). Wisconsin has in place definitive graduation requirements applicable to all students, therefore this is simply an affirmation of that fact.

Measure 2: Vocational education participants will have a graduation rate that is equal or greater than the graduation rate for the district's total student population.
Standard 2: A district will increase its vocational education participant graduation rate by a factor of 1.05 over each preceding year's rate until such time as a 95% graduation rate is met.
The second measure and standard addresses CPA Section 115B(2)(C). The standard was selected based on a realistic increase over current data.

Measure 3: Rate of vocational education participant graduates that are engaged in further training or education, military duties, or employment related to their instructional program area will be greater than the rate of vocational education participant graduates that are engaged in further training or education, military duties, or employment unrelated to their instructional program area.
Standard 3: A district will increase its rate of vocational education graduates who go on to activities related to their instructional program area by a factor of 1.05 over each preceding year's rate until such time as a 90% rate is met.
The third measure and standard addresses CPA Section 115(2)(C) in part. The measure and standard reflects the philosophy that informed secondary choices should carry forward past graduation.

Measure 4: Rate of participation of special populations in vocational education will be equal to or greater than the rate of participation of the district's general population in vocational education.
Standard 4: A district will increase its vocational education participant rate of special populations by a factor of 1.05 over each preceding year's rate until such time as the rate is equal or greater than the participant rate of the district's general population in vocational education.

Measure 5: Rate of participation within any vocational education program by each gender will exceed 25%.
Standard 5: A district will increase its vocational education participant rate by either gender within an instructional program by a factor of 1.05 over each preceding year's rate until such time as the rate is greater than the participant rate of 25% for each gender within the instructional program.

Special Populations

Rate of participation of special populations and gender will be measured in Measure 4 & 5.

Implementation

It is important to note that a standard may contain both a threshold rate or number for compliance and also a means on which to gauge realistic progress in meeting the standard for compliance.

Postsecondary Measures and Standards

Contact: Shelly Gardner (608) 266-8669

Retention

Measure 1: Postsecondary program graduates.*
Standard 1.1: Total graduates 35%.
Standard 1.2: Special populations 35%.
Standard 1.3: Gender 35%.
Standard 1.4: Minority 35%.
*The two years this data will be from the annual 6-month follow-up study. When the Client Reporting System (CRS) becomes available, graduation rates will be calculated from that database.

Placement

Measure 2: Graduate job placement.
Standard 2.1: Total graduates 75%.
Standard 2.2: Special populations 75%.
Standard 2.3: Gender 75%.
Standard 2.4: Minority 75%.

Measure 3: Basic skills.
Standard 3.1: Improvement from Pre-Post assessment (math, reading, writing, ESL) via CRS 25%.
Standard 3.2: Course completion 25%.

Measure 4: Grant activity employment outcomes.
Standard 4.1: Total graduates 15%.
Standard 4.2: Special populations 15%.
Standard 4.3: Gender 15%.
Standard 4.4: Minority 15%.

Measure 5: Grant activity training outcomes.
Standard 5.1: Total graduates 40%.
Standard 5.2: Special populations 40%.
Standard 5.3: Gender 40%.
Standard 5.4: Minority 40%.

Special Populations

Performance of special populations (as one category) disaggregated for each measure and standard.

Implementation

The first year will be used as a base line year for subsequent years.

WYOMING

Secondary Measures and Standards

Contact: Ellen Mellott (307) 777-7415

Learning and Competency Gains

Standard 1: Eighty-five percent of students enrolled in Perkins-assisted vocational classes will annually demonstrate significant learning gains* in the basic and more advanced academic skills (math, reading, and language arts and/or science) as measured by school performance assessment of other assessment tools.

*Significant gain is determined by each district's performance standards as per *Chapter VI Section 9 School Accreditation Rules.*

Measure 1: Performance assessment determined by vocational teachers using a variety of observation checklists in each subject area will be used to measure learning gains.

Process: District assessment pre-tests and post-tests will be administered by vocational teachers, and will be reported to meet the district performance standards for the Outcomes-Based Education Common Core of Knowledge and Common Core of Skills, as per the *Chapter VI School Accreditation Rules.**

*For those districts who do not yet have assessments of performance standards in place as per WDE document *Chapter VI School Accreditation Rules,* standardized test scores may be used until such assessments are in place in the districts.

Standard 2: Eighty-five percent of students enrolled in Perkins-assisted vocational classes will annually demonstrate that they have gained competencies that are relevant to the School Accreditation Rules for the Common Core of Knowledge and Common Core of Skills as per the local district performance standards.

Measure 2: Districts will use outcomes developed through the state accreditation process for the Common Core of Knowledge and Common Core of Skills, and where possible, subject area outcome. The number and letter designations coincide with those in the WY Department of Education document, Chapter VI Sections 7 and 8 School Accreditation Rules. (See Appendix A) Crossreferenced with *Secretary's Commission on Achieving Necessary Skills (SCANS).* (See Appendix B) Workplace Competencies.

Rationale:

- Assists in measuring success in strengthening basic skills in vocational classes.
- Encourages districts to implement academic/vocational integration.
- Establishes data system for student achievement.
- Measures gains in the classroom using multiple assessments.
- Coordinates Wyoming Program Standards and Measures with School Accreditation Rules and the Secretary's *Commission on Achieving Necessary Skills* report and the core curriculum outcomes technical skills for each subject area.

Competency and Job or Work Skill Attainment

Standard 3: Students enrolled in Perkins-assisted vocational courses will achieve the competency level to reach course goals and objectives.

Measure 3: Eighty-five percent of students enrolled will satisfactorily complete the course.

Process: Competency level will be measured by a series of teacher assessments in each course.

Standard 4: Eighty-five percent of all Perkins-assisted vocational course completers will pass a minimum of 80 percent of occupational competencies designated for the course, except in cases where the profession requires higher standards.

Measure 4: The student enrolled in a Perkins-assisted vocational course has achieved competency in an identified sequence of occupational skill objectives (and/or task listings) reported by teacher or course competency checklists.

Process: To be accomplished and measured through classroom and/or vocational student organization competency checklist and/or teacher's evaluation.

Standard 5: The rate of graduation from high school or GED attainment for students enrolled in vocational classes will equal or exceed that of the total school population.

Measure 5: Ninety percent of students enrolled in Perkins-assisted vocational course(s) will earn a high school diploma or its equivalent.

Process: Appropriate end of the year district reports must include graduation data.

Standard 6: Eighty-five percent of students completing student follow-up study will report placement in additional training or education, military service, or employment.

Measure 6: Number of placements into additional training or education, military service, or employment compared to total number of students reporting on follow-up form.

Process: Student follow-up reporting will be in place.

Rationale: Uses follow-up and testing data currently in place in each school.
Uses performance-based assessment.

Incentives or Adjustments for Special Populations

Standard 7: The percentage of special population students being served in Perkins-assisted vocational courses is equivalent to the percentage of special population students in the total school population of each district or as nearly as demographics will allow. All supplemental services to target groups will meet each student's Individualized Career Development Plan (ICDP).

Measure 7: Compare the percentage of special population students enrolled in Perkins-assisted vocational courses with the percentage of special population students in the total school population served. One hundred percent of all students from special education populations will be on an Individual Career Development Plan (ICDP). Supplementary services (curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices) provided to special population students will be documented. A transitional plan for each disabled vocational student will be prepared and monitored by appropriate personnel.

Process: There shall be evidence of special population students being provided information about vocational education courses. ICDP documents will contain the supplementary services needed by each individual. ICDP's will be randomly checked at the state level via on-site visits.

Rationale:

- Provides an accountable means for student identification.
- Encourages accessibility and supplemental services to special populations.
- Improves access to vocational counseling and assessment and other supplemental support services.
- Will assist in improving the accuracy of reporting special population data.

Postsecondary Measures and Standards

Contact: Ellen Mellott (307) 777-7415

Learning and Competency Gains

Standard 1: Eighty-five percent of students enrolled in Perkins-assisted vocational courses will annually demonstrate that they have gained competencies that are relevant to the Secretary's Commission on Achieving Necessary Skills (SCANS).

Measure 1: Colleges will measure vocational course outcomes using multiple assessments that correlate with Workplace Competencies and Foundation Skills referenced in the *SCANS Workplace Know How* report.

Process: Each postsecondary institution shall evaluate the effectiveness of its Perkins-assisted vocational classes and the students' competencies acquired to correlate with SCANS competencies and skills. Pre-tests and post-tests will

assess students as are necessary for placement in chosen field. Reports will reflect course competency effectiveness in the aggregate.

Rationale: Qualities that are needed for job performance are emphasized and assessed.

There will be trained workers that demonstrate basic skills competencies so employers can train for specific job skills. Colleges can correlate course outcome with SCANS *Workplace Know How Competencies and Foundation Skills.*

Competencies and Placement

Standard 2: Eighty-five percent of vocational program completers from Perkins-assisted classes will pass a minimum of 80 percent of competencies in the workplace skill areas enumerated in the *SCANS Workplace Know-How* in the measures column.

Measure 2: Vocational program completers from Perkins-assisted classes will demonstrate competency in each of the following workplace skill areas (see Appendix B).

Process: Students will be evaluated on competencies through (1) exams on multiple assessment instruments of specific concepts necessary for employment; (2) portfolios; (3) laboratory tests; (4) on-the-job training; and/or (5) whatever the college determines is necessary to assess competencies in each subject area.

Standard 3: Eighty-five percent of vocational program completers from Perkins-assisted classes will pass a minimum of 80 percent of all competencies designated for the course, except in cases where the profession requires higher standards (such as a health occupation area requiring 100 percent accuracy). One hundred percent of the competencies will be validated by a minimum of two-thirds of the Vocational Program Advisory Committee membership. Eighty-five percent of vocational program completers from Perkins assisted classes employed in area related to their training will receive satisfactory performance ratings as reported by employer survey results.

Measure 3: The vocational student has achieved competency in an identified sequencing of specified courses in the discipline area.

Process: Competency checklists will be approved by each college or professional certifying agency.

Standard 4: Eighty-five percent of vocational program completers from Perkins-assisted classes completing a vocational follow-up study will be employed , will be pursuing additional education, or will be serving in the military.

Measure 4: Vocational program completers are placed in jobs, are pursuing additional education, or are serving in the military as measured by a follow-up survey.

Process: Student follow-up procedures will be carried out in all colleges.

Rationale: Teacher-centered assessment and reporting—uses data collection and reporting procedures currently in place in each college.

NOTE: "Program Completers" refers to a student who has finished a planned sequence of courses, services, or activities designed to meet an occupational objective and that purports to teach entry-level job skills (for the period the report covers). Public Law 1977 Regulations: Section 104.404 (c)(1).

Incentives or Adjustments for Special Populations

Standard 5: All students who perform below specified criteria for each vocational program will be provided with the opportunity to receive supplementary services. One hundred percent of the supplementary services provided to students from special populations will be documented.

Measure 5: Vocational students will be identified by appropriate assessment instruments/procedures. Supplementary services, as defined in the Perkins law, which are provided to special population students, are documented.

Process: Criteria are in place for each vocational program area to determine those students who need supplementary services.

Rationale: Provides an accountable means for student identification.

- Encourages accessibility and supplemental services to special populations.
- Improves access to vocational counseling and assessment and other supplemental support services.
- Will assist in improving the accuracy of reporting special population data.

WASHINGTON, D.C.

Secondary Measures and Standards

Contact: Charles Webb (202) 576-6308

Measure 1: Gains in basic and advanced academic skills by both non-special population(s) and special population(s) students.

Standards:

- Demonstration of maintaining or improving performance on standardized academic tests by Level I students when tests are administered;
- Completion of Applied Mathematics I by Level I students;
- Completion of Applied Biology/Chemistry course by the end of Level II; and
- Completion of at least one advanced academic course by the end of Level II.

Measurement Tool:

- Standardized tests (list attached);
- End of course exams (as offered);
- Advanced placement courses (list attached);
- Course grades;
- Completion of Applied Mathematics I;
- Completion of Applied Biology/Chemistry; and
- Grade point average.

Measure 2: Gains in and attainment of specific occupational competencies by both non-special population(s) and special population(s) students.

Standards:

- Gains in skills and competencies based on industry standards related to specific program areas;
- Attainment of skills and competencies based on industry standards related to specific program areas;
- Completion of Workplace Readiness course or Workplace Basics course or infusion of Applied Communications by end of Level II; and
- Completion of on-the-job training, internships, part-time work, or similar experiences by end of Level II.

Measurement Tool:

- Inventories of skills charts;
- Certificates or licenses;
- Course grades;
- Completion of Workplace Readiness;
- Completion of Workplace Basics;
- Completion of Applied Communications;
- Portfolios;
- Rating by teachers; and
- Evaluations by supervisors.

Relevant Standardized Tests:

Test	Administered in Grades
Comprehensive Test of Basic Skills	3, 6, 8, 9, 10, 11, 12
Life Skills Seminar	10 or 11
End of Course Examinations	7, 8, 9, 10, 11, 12
Advanced Placement	11, 12
Scholastic Aptitude Test	10, 11, 12
Preliminary Scholastic Aptitude Test	9, 10

End of Course Exam Content Areas

English
Mathematics
Reading
Social Studies

Advanced Placement Courses

Art — Studio Art-General/Drafting Portfolio
Art History

English — English V

Social Studies — European History
Government and Politics
Economic Concepts

Mathematics — Applied Mathematics III

Science — Chemistry III
Physics II
Principles of Technology

Postsecondary Measures and Standards

Measure 1: Attainment of specific occupational competencies by both non-special population(s) and special population(s) students.

Standards:

- Demonstration of successful performance on pre-test for program admission;
- Demonstration of successful performance on pre-clinical test;
- Demonstration of successful performance on post-clinical subject area tests;
- Demonstration of successful performance on final examinations; and
- Demonstration of successful performance on licensing examination.

Measurement Tools:

- Entrance Examination for Schools of Practical/Vocational Nursing (Psychological Corporation);
- National League for Nursing (NLN) Fundamentals for Practical Nursing (pre-clinical);
- NLN Medical/Surgical Nursing for Practical Nursing Students (post-clinical);
- NLN Maternity Nursing for Practical Nursing Students (post-clinical);
- NLN Nursing for Children for Practical Nursing Students (post-clinical);
- NLN Pharmacology for Practical Nursing Students (post-clinical);
- Nursing Boards (licensing); and
- Competency-based curriculum assessments.

Measure 2: Placement of both non-special population(s) and special population(s) students in occupations or further training/education programs.

Standards:

- Placement in practical nursing position;
- Placement in health-related occupations;
- Placement in non-related occupations;
- Enrollment in further training/education programs; and
- Service in the military.

Measurement Tool: Follow-up surveys to employers and former students.

PUERTO RICO

Secondary Measures and Standards

Contact: Adalgisa Cruz (809) 753-9128

Measures of learning and competency gains, including students' progress in the achievement of basic and more advanced academic skills

Measure 1: The vocational–technical student will demonstrate learning gains in Spanish, English and Mathematics. (In 1994-95 add science.)

Standard 1: On APRENDA test the average score achievement by vocational–technical students will be 70 percent.

Note: Students with disabilities will meet the objectives of their Individual Education Plan.

Job or work skill attainment or enhancement, including students' progress in achieving occupational skills necessary to obtain employment

Measure 2: The vocational–technical student will achieve occupational skills according to the job competency checklist.

Standard 2: On a competency based test offered by the Computerized Items Bank the average score achievement by vocational and technical students will be 80 percent.

Note:

- Students with disabilities will meet the objectives of their Individual Plan.
- Vocational programs offerings will be incorporated into the Computerized Items Bank on a three-year phase-in schedule.

Retention in school or completion of secondary school or its equivalent

Measure 3: Vocational–technical students will earn a high school diploma.

Standard 3: The rate of vocational–technical students' retention in school will be 80 percent of the total initial enrollment.

A total of 80 percent of the initial enrollment of all vocational–technical twelfth grade students will earn a high school diploma or its equivalent.

Note: If the vocational–technical graduation rate in a school is lower than the standard established, a plan for improvement shall be developed.

Placement into additional training or education, military service, or employment

Measure 4: Vocational–technical program completers will be placed in jobs, be self-employed, pursue additional education, or serve in the military service as measured by an annual follow-up completers and employers survey developed no later than nine months after graduation.

Standard 4: Seventy-five percent of students completing vocational–technical program will be employed, pursuing additional education or serving in the military services.

Note: The standard may be modified to adapt it with the unemployment rate. At this moment the unemployment rate for Puerto Rico is 17.6 percent.

Incentives or adjustments that are designed to encourage service to targeted groups or special populations or developed for each student and, if appropriate, are consistent with the student's individualized education program (IEP) developed under Section 614 (a)(5) of the Individuals with Disabilities Education Act.

Measure 5: Special population vocational–technical students receive needed supplementary services.

Standard 5: One hundred percent of all qualified vocational students from special populations will receive needed supplementary services.

One hundred percent of all vocational–technical programs will provide information to handicapped students and their parents concerning the opportunities available in vocational education.

Postsecondary Measures and Standards

Measures of learning and competency gains, including students' progress in the achievement of basic and more advanced academic skills [Section 115 (b)(1)].

Measure 1: The vocational–technical student enrolled in remedial courses will demonstrate learning gains in Spanish, English, and mathematics. (In 1994-95 add science.)

Standard 1: On pre- and post-tests the average score achievement by vocational–technical students will be 80 percent.

Note: Students with disabilities will meet the objectives of their Individual Education Plan.

Job and work skill attainment or enhancement, including students' progress in achieving occupational skills necessary to obtain employment

Measure 2: The vocational–technical student will achieve occupational skills according to the job competency checklist and the following workplace skills:

- decision making
- managing resources
- critical thinking

Standard 2: On a competency based test offered by the Computerized Items Bank the average score achieved by vocational and technical students will be 80 percent.

Note:

- Students with disabilities will meet the objectives of their Individual Education Plan.
- Vocational and Technical program offerings will be incorporated into the Computerized Items Bank on a three-year phase-in schedule.

Retention in school or completion of postsecondary school or its equivalent

Measure 3: Vocational–technical students will earn an associate degree or a certificate.

Standard 3: The rate of vocational–technical students' retention in school will be 85 percent of the total initial enrollment.

A total of 85 percent of the initial enrollment of all vocational–technical postsecondary students will earn an associate degree or a certificate.

Note: If the vocational–technical graduation rate in postsecondary institutions is lower than the standard established, a plan for improvement shall be developed.

Placement into additional training or education, military service, or employment

Measure 4: Vocational–technical program completers will be placed in jobs, be self-employed, pursue additional education, or serve in the military services as measured by an annual follow-up completers and employers survey developed no later than nine months after graduation.

Standard 4: Eighty-five percent of students completing vocational–technical programs will be employed, pursuing additional education, or serving in the military services.

Note: The standard may be modified to adapt it with the unemployment rate. At this moment the unemployment rate in Puerto Rico is 17.6 percent.

Incentives or adjustments that are designed to encourage service to targeted groups or special populations or developed for each student and, if appropriate, are consistent with the student's individualized education program (IEP) developed under Section 614 (a)(5) of the Individuals with disabilities Education Act.

Measure 5: Special population vocational–technical students receive needed supplementary services.

Standard 5: One hundred percent of all qualified vocational–technical students from special populations will receive needed supplementary services.

All vocational–technical students who score below the administered pre-test will be provided the opportunity to enroll in remedial courses.

Sources of Information for Secondary and Postsecondary Data Collection

Competency skill achievement and gain

- Performance of vocational and technical education students will be available through the results of occupational competency tests administered by Puerto Rico Computerized Item Bank Test.

Basic academic skills achievement

- Performance of vocational and technical education students will be available through the results of APRENDA test administered by Puerto Rico Department of Education.

Offering Completers Rate

- The number or percentage of vocational and technical student completers offered by Voc-Tech Programs through the Annual Statistical Report.

Program Completers Rate

- The number of percent of vocational and technical students completers offered by Voc-Tech Programs through the Annual Statistical Report.

Institution Offering Completers Rate

- The number of percent of vocational and technical students completers offered by Voc-Tech Programs through the Annual Statistical Report.

Institution Completers Rate

- The number of vocational and technical students completers offered by Voc-Tech Programs available through the Annual Statistical Report.

Program Retention Rate

- The number of vocational and technical students that complete a school year (tenth, eleventh, and twelfth for the secondary level, and the first and second year for the postsecondary level) offered by Voc-Tech Programs through the Annual Statistical Report.

Placement Rate

- Data available through the voc-tech completers follow-up study and employers survey.

Placement Rate by Program

- Data available through the voc-tech completers follow-up study and employers survey.

Job Related Placement Rate

- Data available through the voc-tech completers follow-up study and employers survey.

Employer Satisfaction

- Data available through the voc-tech completers follow-up study and employers survey.

Access and participation of special population

- Headcount will be available through vocational and technical programs statistical report.
- Participation by type of clientele will be available through statistical report.
- Number of vocational and technical education offerings by institution will be available through programs statistical report.